DOCUMENT RESUME

ED 053 372 AC 010 545

TITLE	Supervision and Group Performance. Instructor's Guide.
INSTITUTION	Civil Service Commission, Washington, D.C. Bureau of Training.
PUB DATE	70
NOTE	540p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$19.74
DESCRIPTORS	Conferences, *Government Employees, *Guides, Instructional Aids, *Leadership Training, *Problem Solving, *Supervisors, Teaching Techniques

ABSTRACT

This guide outlines a course designed to give first-line supervisors in the federal government an understanding of leadership concepts. The methodology of the course is a series of problem-solving conferences. There are 16 sessions in the course: 1. Problem census and introductions; 2. The job; 3. Filling a job - Federal Merit Promotions Policy; 4. The individual at work -Equal employment opportunity; 5. The work group; 6. Leadership--authority, power, and influence; 7. Observing a group; diagnosing the situation; 8. Collecting facts about group task and group maintenance functions; 9. Bringing about change; 10. The man in the middle, the supervisor--Labor-management relations; 11. The new employee; 12. Learning and training; 13. Evaluating; 14. Dealing with departures from standards; 15. When an employee has a personal problem; and 16. Summary and Evaluation. (CK)

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SUPERVISION AND GROUP PERFORMANCE

GUIDE FOR INSTRUCTORS

UNITED STATES CIVIL SERVICE COMMISSION
BUREAU OF TRAINING
GENERAL MANAGEMENT TRAINING CENTER
WASHINGTON, D. C.

AC010545

Interagency Training Program

Instructor's Guide

Supervision and Group Performance

Outline of a course designed to give first-line supervisors an understanding of leadership concepts. Its participants should be leaders designated by management who have no subordinate supervisors between themselves and the employees.

U. S. Civil Service Commission
Bureau of Training
Washington, D. C. 20415

Revised 1970

FOREWORD

The President, in a recent memorandum to the heads of executive departments and agencies, said:

> The increasing complexities and responsibilities of Government critically challenge every Federal manager. If we are to achieve our national goals we must have the kind of personnel management in Government that fully taps the creative and productive capacity of our work force. We must also be in a position to assure ourselves and the country that our personnel resources in Government are being utilized efficiently and economically.
>
> To achieve these objectives will tax the full capacity of top mangement, every line manager, directors of personnel, and personnel specialists. It is, therefore, essential to encourage the development of the highest order of expertise and competence among those to whom professional management responsibilities are assigned. Managers at all levels must consider the personnel management implications of mangement decisions and assure that the full impact of personnel management policies and practices are taken into account.

The relationship between these objectives and the leadership of the first-line supervisor is obvious. Probably more than anyone else, he creates the image of the Federal Government as an employer. He creates the challenging opportunities for our employees. He is the welcomer of fresh ideas, new approaches, and responsible criticism. He is the one who recognizes and rewards initiative. However, he can do these things only if he is an effective member of our management teams and a competent leader of his work group. Management's job, then, is to do everything possible to bring supervisors into the management team and to develop their competency as leaders of their work groups.

This course, Supervision and Group Performance, has been created to assist management in this vital task. It is important that you who are instructors keep in mind that you can have a significant impact on the effectiveness with which the Government's business is conducted. We wish you success.

SUPERVISION AND GROUP PERFORMANCE

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4	The individual at work -Equal employment opportunity	4
5	The work group	2½
6	Leadership--authority, power, and influence	2½
7	Observing a group; diagnosing the situation	2
8	Collecting facts about group task and group maintenance functions	3½
9	Bringing about change	3
10	The man in the middle, the supervisor -Labor-management relations	2
11	The new employee	2
12	Learning and training	2
13	Evaluating	2½
14	Dealing with departures from standards	2
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* Allow 2½ hours for coffee breaks; 3 hours available for lengthening units which provoke extended discussion.

SUPERVISION AND GROUP PERFORMANCE

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Introduction

This chapter in the Instructor's Guide serves three purposes: (1) it gives you an overview of the course and its design, (2) it helps you in preparing to give the course, and (3) it includes a statement of policies and procedures that we would like to have instructors follow. We have organized it into these parts:

1. Purpose
2. Time
3. Plan
4. Notes
    - .problem-solving approach
    - .class size and room arrangements
5. Materials
6. Preparation for instruction
7. Policy and procedures

Purpose

The purpose of this course is to provide a challenging opportunity to learn about leadership in small groups. It must challenge the participants to discover for themselves how they can apply recent social science findings to their own work groups. It must permit them to analyze rationally the leadership acts which they have performed intuitively in the past. It should motivate each participant to look at himself critically in order to plan how he might improve his leadership style.

Participants in the course should be employees who supervise other employees, none of whom are themselves supervisors.

Time

40 hours

We have experimented with the time required for this course. Can it be given in less time? We think not. The reason is that in this course we are dealing with attitudes and feelings people have built up over a long period of time. The materid in the course challenges some of their ideas about leadership. It makes them think about their own inadequacies. It seeks to initiate change in their behavior.

We have tried a condensed version of the course. The response was far less favorable. The participants did not have time to adjust to the new ideas, to share their problems with others in the course, or to think of their own successful and unsuccessful leadership experiences. If you cannot get the participants for a full 40 hours, use some other type of supervisory training which does not make such demands of the participants.

The time period can, however, be approached in a number of ways. We have successfully used these variations:

Monday through Friday, continuous instruction

Wednesday through Tuesday, interrupted by a weekend

Tuesday, all day, for 6 weeks (extra time added for a review to refresh memories of the previous week)

4 hours daily for 2 weeks

In the 40-hour version, we have had uniformly favorable reactions using a number of different instructors and giving the course to a wide range of persons from top grades down. Questionnaires given at the beginning and end of the program showed a significant shift in attitudes toward supervision.

Plan

A list of the sessions and the approximate time spent on each in an average course is given in the table of contents beginning on page ii. But what is the basic design of the course?

The first three sessions are designed to impart some information about classification and placement but also to get the group working together and knowing each other. Remember, we want the participants to talk about their supervisory problems. They are not going to do this when they first walk into the classroom. They do not know each other and they are not sure how much they can trust each other. The first three sessions, therefore, permit them to find out for themselves that the other participants have problems very much like theirs and that they have attitudes about employees and work very much like they do. These three sessions cannot be hurried. They are in the course to permit the participants an essential period of adjustment to each other.

You should note that the first three sessions also help prepare the participants for sessions 11 through 15, which we will discuss shortly.

Sessions 2 and 3 help you do one additional thing: they get your participants to start using an analytical approach to supervisory problems. Few supervisors, even those who may apply the "scientific method" to their daily tasks, really take an analytical approach to human relations. Give a supervisor an employee problem--the chances are that he'll reach back in his memory for an experience that resembles this one and come up with a quick answer. Such uncritical answers are often wide of the mark.

Session 4 gets you into the heart of the course. It covers why individuals behave as they do. Sessions 4 through 9 deal in some depth with the psychology of the individual and the sociology of groups. They are drawn from social science research, much of which is relatively recent. These six sessions build the concept of the supervisor as the completer of critical group functions.

Session 10 is a transition session. It gives you a chance to review what you have been discussing up to that point and at the same time relate it to the supervisor's relationships with people outside of his work group, but inside of his organization. Session 10 also introduces sessions 11-15 in which participants apply what they have been learning to practical situations. Session 16 summarizes the course.

As you move into session 11 and those that follow it, you may appear to retrogress. They will have agreed as to the desirability of a principle and then disregard that very principle when they are asked to come up with a plan for handling a difficult employee. Your function is to keep reminding them of the basic concepts as they analyze learning, training, feedback disciplinary problems, and personal problems.

Our course design, then, follows that recommended in our sessions on learning and training. We orient the participants to the need for self-analysis and change; we put them in a learning situation in which they can get data about sound supervisory practices, you, as instructor, reinforce their newly learned responses; and you encourage them to apply their new responses to a variety of different situations.

Notes

1. Problem-solving approach

What is the function of the instructor in this course? He is a leader and a supervisor of a group. His actions should demonstrate what the course presents as good supervisory practice. He needs, therefore, to be constantly watchful to discover what his participants need to function well as a group, and to take steps to see that these needs are met (the function of a supervisor as a completer of critical group functions--sessions 8 and 10). He needs to be able to let the group do, with a minimum of help, what they can do effectively. He must give leadership in those areas where the group cannot be effective without his help.

Should you bring in an assistant? Our experience leads us to recommend against this. You will do better as the instructor-supervisor without competition or help. Should you bring in outside speakers? No! The design calls for your trainees to learn through their own analysis and discussions. Our experiments show that groups in this course grow very close-knit and resent the intrusion of outsiders.

The instructor must be supportive of his new group, especially in the early sessions. A simple, recurring situation in the first sessions is the sharp criticism of one member by another for making a proposal which overlaps a previously offered suggestion. For example, when asked what makes an employee behave as he does, one person may say "environment" and another may shortly afterwards say "experience." When this is criticized as "a duplication," you as a leader might say, "The words are different and may express somewhat different ideas. Let's get all the different ideas down so that we are sure that we have all the ideas of all of us." If you let such challenges go, your weaker members will become weaker and less participative and, more importantly, they may become less open to learning.

You will find other occasions early in a group's life when its bolder members will test you through strong statements criticizing their personnel office, the Civil Service Commission, or some other staff office. They are really probing to find out how open the meetings are to their real feelings about staff services or about their bosses or about other problem areas. You should present accurate data but avoid repressing the views of your participants. For example, in the discussion on placement a participant may say, "you can't get a bit of help from a personnel office in finding a competent person to fill a vacancy." You must not appear shocked or pleased or dismayed at such a statement. You should seek to bring out the views of others on that point. After you have let them say how they feel about their personnel offices (or some other part of their organizations), then you can get them back on the main track; that is, to analyze what their responsibilities are and what they can do to meet these responsibilities. Our experience has been: (1) if you repress these feelings you inhibit free discussion and real learning, (2) you will find your group drawing away from your leadership, and (3) you will find it difficult to get them to make a real analysis of their problems. Once the feelings have been released, your participants will be able to make more objective analysis, for example, they will probably become aware that their placement efforts involve many technical difficulties and that they need and can get help from personnel and placement officials.

You should seek constantly to follow sound training principles in your instruction. The design of the course has been deliberately constructed to permit you to do just that. We deliberately introduce concepts in several stages. The analytical approach to problem-solving, the "scientific method," is first used without even a label to identify it. Why do it this way? Because we want them to try the method and discover how useful it is before we ask them to explore the system in depth. When the time for a critical examination of the method arrives, they know what the concept is and have had time to adjust to the technique--it no longer seems strange to them.

The methodology of the course is probably best described as a series of problem-solving conferences. This is why we have described your role as that of the supervisor who is a completer of needed functions. You should guide them but avoid being too quick to help them as they struggle to identify what their problem is. You are putting them in a learning situation, and they learn by struggling to isolate the problem that they face and then struggling to uncover practical, alternate solutions.

At times you may feel impatient; the problem and the alternatives seem so clear to you, but your group is not getting to the answers. Please keep in mind, always, that this is how they learn. When they leave the classroom you will not be available to find the answers for them. We are suggesting that you give them time to explore the cases that are given in the course and that you allow them adequate time to explore what they know and don't know before you help them.

One important part of your technique is the asking of good questions of your participants. When you ask a question, be sure that you intend to let the participants develop the answer to that question. You should not, therefore, seek to get from them your own answer to the question, but to have the participants answer it correctly in their own way. You should ask questions which the students can answer, using the data that you have given them, their own experiences, and their capacities to piece related ideas together. If your participants come to feel that they can give good answers to your questions, they will be strongly motivated to give more good answers. Repeated failure to give you good answers will lead to reduced participation and less well-thought-through answers. To sum up, avoid demanding "the perfect answer," tolerate wrong answers, tolerate criticism of your own position, give participants an opportunity to think through and change their faulty answers, and be sure that your own contributions to discussion are clear, logical, reasonable, and in accord with social science and management experience.

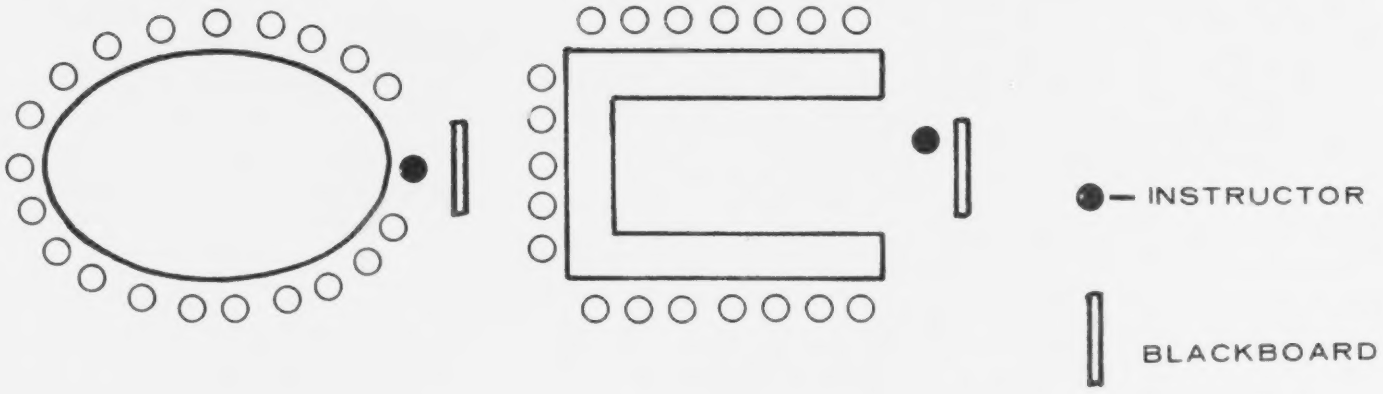
We suggest that you should be careful to respond positively to well-thought-out comments by your participants. This response might be a smile, a nod of the head, or a comment (i.e., "very good"). When you get statements that seem wide of the mark, avoid negative comment; these can often be handled by questions designed to draw out more information about the topic.

At least once and commonly more frequently, we have indicated in the Guide that the instructor or the participants should summarize what has been discussed. This is an important part of the learning process. Summaries should (1) pull together and organize the discussion in a meaningful way, (2) draw conclusions as to the application of the discussion to practical working situations, and (3) move the discussion on to the next part of the program.

2. Class size and room arrangements

The program is designed for use by a discussion group. We have experimented with different size groups. Groups of 25 seemed too large, for in those groups up to five persons would participate little or not at all. Groups of less than 12 seemed to have difficulty, at times, in finding solutions to the problems presented--perhaps the groups were not large enough to have a big reservoir of supervisory experiences. We recommend that the groups be from 15 to 20 in size.

We have also experimented with classroom arrangements. Typical classroom arrangements proved quite unsatisfactory. Students sitting in the back rows definitely participated less than those in front and middle rows. The discussions were not as lively, provocative, or productive. The most suitable arrangements were those in which all the participants could see the blackboard and also could see each other. Here are examples:



Wherever practicable, the classroom should have movable chairs and tables which can be arranged so the groups can be broken into subgroups of 3 to 5 people.

Materials

In addition to a blackboard, you will need:

- erasers, chalk
- blank paper (for participants' notes)
- pencils (for participants)
- name tags
- tent cards (participants write their names on these and put them where all can see the names)
- handouts (see list in table of contents)
- loose-leaf, spring, notebooks (desirable, not mandatory)
- tape recorder and blank tape
- easel, paper, and crayon or ink markers (if blackboard is not available)

Preparation for instruction

Each section of the Instructor's Guide has a section that serves as "preparation for instruction." In it you will find suggestions on readings which will help you answer questions and will also help you frame questions for participants.

We certainly think you should start your preparation by reading this pamphlet:

McGrath, Joseph
Leadership behavior; some requirements for leadership training. Washington, D. C., U. S. Civil Service Commission, 1962.

Remember that your leadership is dependent in part on your knowledge of the subject being taught. If you will read the materials we have recommended, you will be fortified to face the most inquisitive group of trainees.

Policy and procedures

Please keep this Instructor's Guide for your own use. We have found that a person cannot use it effectively until he has been trained as an instructor. If another person wishes to obtain a copy, please explain to him that the guide is only a visual aid for a trained person. You learn how to run one of these courses by attending one yourself. Please urge anyone who wishes to run one or more of these courses to get in touch with the U. S. Civil

Service Commission, Bureau of Training, Washington, D. C. 20415, or with one of our regional offices for information about the preparation of instructors for this program.

Please do not pull materials out of this course for use in other supervisory training courses. We would like to avoid exposing the material to supervisors who might well be sent to take this course even though they have had another supervisory training course. In addition, some of the materials need to be carefully presented using our basic technique of orientation, time for adjustment, and application in a workshop. They do not achieve the correct impact when they are used separately.

Please follow the design given in this Instructor's Guide for all courses labeled "Supervision and Group Performance." While it is true that each course is created by the interaction of the participants and therefore each is unique, we do want courses identified with this label to have presented certain materials in a specific way.

Please make arrangements to have your participants freed for at least 40 hours for this course. Do not attempt to shorten it. (see section above, "Time")

You are free to substitute cases for those regularly used in the course whenever doing so will significantly improve the personal involvement of the participants. For example, "The Case of Bill Judkins," Handout 2H3, deals with a misassignment of an inventory controller to an auditor position. If the program is being presented to a group of engineers or scientists, you might change the case to one dealing with the assignment of a civil engineer to a position that really should be filled by an electrical engineer. This would make the case more directly applicable to the experience of the participants. When such a change is made, however, the substituted case should cover the same principles and concepts as the one it replaces.

We hope that you will keep alert for new materials and approaches which you think might improve this program. Please send them to the Bureau of Training, U. S. Civil Service Commission. Please, however, do not make radical changes in this course and still call it by the title "Supervision and Group Performance."

Please have the course led, always, by a person who has been trained to do it well. If you do not have a trained person, get in touch with the Civil Service Commission's staff for assistance.

Please accept as participants in the course only persons who are first-level supervisors, that is, their employees are not themselves supervisors. Our experiments with the course have shown that supervisors of supervisors participate less than first-level supervisors and may be excluded from full membership in the group. Avoid bringing into the group persons who will be observers rather than participants (for example, trainers who observe how you instruct). Such observers seriously inhibit group frankness and make a group less cohesive.

UNITED STATES CIVIL SERVICE COMMISSION
Bureau of Training
Washington, D. C. 20415

SUPERVISION AND GROUP PERFORMANCE

Session 1

Problem Census and Introductions

Purpose

Your targets: (1) get the participants to talk, (2) start them toward knowing each other, (3) start building a group feeling, (4) get them to fill out the "questionnaire for supervisors," and (5) get them to think about their supervisory problems.

Time required

1 hour (some take less and some more).

Plan

1. What this course is; social science background
2. Experimental nature of course; need for questionnaire
3. Answering questionnaire, 1H1
4. Problem census, 1H2
   - -problems
   - -problems with priority
   - -analysis: technical, administrative, human relations
5. Introductions
   - -tent card
   - -registration card
   - -"my name is..."
6. Outline of course, 1H3
   - -relation to problem census
     - task functions of groups) key points!
     - maintenance functions of groups)
   - -administration
     - hours
     - coffee
     - lunch
     - notebooks and handouts

Notes

The design of this session is aimed at getting participation. Filling out the participant questionnaire is an action which gets them to think about the course's content. The problem census is a workshop which gets them talking about the course's content. We do not have introductions at the beginning because we have found that the first man's name is forgotten by the time the fourth or fifth man speaks. After the problem census, participants can tie some of the names to personalities. They will not remember all names, but they will remember some of them.

Try to create a feeling that this course will have value for them. Try to make them feel that the other participants are worth knowing. One way to do this is simple. In the problem census someone usually says of a suggestion, "We already have that" or "Isn't that the same as..." If you will say something like this: "Let's get all of our ideas down. I'd rather put down overlapping ideas than to miss a good idea..." you will start building this feeling.

Get the group-building processes going! The sooner your group feels that it is a group, the sooner you will find them supporting your efforts as instructor.

Materials

Blackboard or similar device for visual support of your words

One for each participant: tent cards, pencils, folder or notebook for handouts, paper pad for notes, name tags (if you want them), Opt. Form 37 (Registration Card), handouts (you should have more than one day's supply on hand. This will permit you to move the course at the pace suitable to your group. Hold each handout until the appropriate moment as indicated in this Guide).

Markers (for tent cards), chalk

Tent card for yourself, filled out

Handouts for this session:

1H1, Questionnaire for supervisors (you will use this again in session 16)
1H2, Problem census
1H3, Outline of course

Preparation for instruction

Read the introduction to this manual.

Read session 1 to plan how you will handle it.

Topical Outline	Action
1. Introduce yourself Introduce course	1. Introduce yourself Introduce course briefly
a. Studies by social scientists managers	
b. Supervisors can learn about leadership	
c. Topics leadership process leadership styles productivity	
d. Our limits law Executive orders agency policies	
e. Topics job classification recruitment promotion training	

Discussion

1. My name is ....

   I know that you would like to know something about this course. First, let me give you some information about how the course was put together.

   a. Managers and social scientists have been studying the techniques of supervision for years. They have found that the supervisor who knows
      . what his group's needs are, and
      . how to meet his group's needs is, by and large, able to get
      . more production
      . more coordination, and
      . more satisfied employees than one who lacks the skills.

   b. They have found that leadership consists in doing some things and in not doing others. They have found that these "do's" and "don't's" can be stated clearly and therefore learned by supervisors.

   c. In this course, we will:
      . discuss the leadership processes
      . analyze various styles of leadership
      . explore factors affecting productivity.

      We will do this, of course, from your point of view: the point of view of a supervisor or manager in the Federal Government.

   d. You and I are not completely free to do as we wish. We are restricted by
      . law
      . Executive orders
      . agency policies

      We are not exceptional in having certain limits placed on us. In industry and business, supervisors are limited. They must obey certain laws, union contracts, and corporation policies.

   e. We will explore some of these limits in this course. But we will explore them to see how you can be the most effective while staying within the set boundaries. Some of these areas that we will examine are
      . job classification
      . recruitment
      . promotion
      . training

      We will look at the positive values of these parts of personnel administration as a help to you in getting your job done.

Topical Outline	Action
2. Experimental nature of course	2. Turn attention to questionnaire /Handout 1H1/ distribute
	/BLACKBOARD/ demonstrate how to place X and O on questionnaire
	- Remind them to write in their names - Pick up questionnaires
3. Problem census - topics for supervisor's manual?	3. Turn attention to problem census
a. Listing of topics	a. /Handout 1H2/ distribute

2. Although this course has been given a number of times, we are still experimenting with it. We seek constantly to improve it. One of the ways that we improve the course is by using a questionnaire to get your opinions about parts of your job.

   I am going to give you this questionnaire now. I would appreciate it if you would give me your frank opinions about each item.

   Please read the directions.

Let me illustrate how to mark the form. After I read question 1, for example, I consider how I feel about this question and put an "X" along the scale at the point that best seems to fit my feelings about that question, as:

/BLACKBOARD/

X

1 2 3 4 5 6 7 8 9

Then I think about other people who perform work similar to mine. What would an ideal supervisor in my situation feel about this. Then I mark the line with an "O" along the scale at the point that best would fit the opinion of that ideal person, as:

/BLACKBOARD/

O X

1 2 3 4 5 6 7 8 9

Any questions?

Be sure that your name is at the top of the first page of the questionnaire, the page marked 1H1-1.

When you have finished, please signal me so I can pick up your questionnaire.

3. In the next half hour or so, I'd like your help with an important problem. I would like to recommend to Civil Service Commission officials that they prepare a guide for supervisors. I would, therefore, like your help in identifying the most important problems that you and other supervisors have.

   a. While I pass out some sheets on which to record your thoughts, I would like to have you think of topics which you think should be included in a training manual for supervisors.

Topical Outline	Action
	Watch group activity, stop when they run out of ideas --10 minutes plus or minus
b. Priority of topics	b. Allow 2 to 3 minutes
4. Discussion of problem census	
a. Priority items	a. /Blackboard/ jot down one word or two that state the essence of each problem. - write down ideas even if they overlap /Blackboard/ Have group identify problems as: T - technical A - administrative P - people; human relations
b. /Summary/ Course coverage: human relations administration (NOT technical)	b. Summarize discussion - Show how it relates to course - Take up lists

Now please write, as fast as you can, ideas which occur to you. I, for example, might write down as a first item "training." Please list your items.

b. I hope that you have had enough time to record most of your ideas. Now, some of the topics you have listed are, of course, more important than others. Would you please examine your list and pick out those three items that you think are so important that the Commission should issue materials on them first. When you have these three, please put in the left-hand column of your sheet the number "one" by the topic you consider most important, "two" by the second most important, and "three" by the third most important. Any questions?

4. Let's see if we have problems in common.

a. Let's go around the table. Each of you, in turn, tell us the number one problem on your list. I'll write them on the blackboard. What do you have listed first....?

How many of these problems arise from the technical nature of your work? I'll mark these "T."

How many of these problems are administrative? I'll mark these "A."

Now, how many of these problems are human ones, caused by people? I'll mark these "P."

/If time permits/ What percent of your non-priority items are human relations problems?

b. Where does this leave us?

It seems to me that this problem census brings up matters of significance to us in the course:
- we have problems in common
- most of our problems arise from people; human relations problems are a pressing concern.

In this course, we will analyze some, but not all, of your problems:
- we will discuss many of your human relations problems
- we will talk about some of your administrative problems
- we will avoid discussing your technical problems

Topical Outline	Action
	Stress key course elements: . task behavior . maintenance of group
5. Introductions	5. Turn attention from census back to themselves
a. Tent cards	a. Show your card as example -BIG first name or nickname -small letters for last -fold card long way
b. Who's who name and job where from? how long here?	b. Have each person introduce himself repeat each name (or nickname)
c. Group's resources	
6. Administration of course	6. Handout 1H3 distribute
a. Handouts	a. Use distribution of handout of the course outline to lead into administration details: - notebooks (or folders) - how to file handouts

Let me summarize this a different way. We will be looking at the behavior of your employees from two points of view. First, we will look at them as they go about their tasks. Secondly, we will look at them as they relate to each other and talk to each other and develop attitudes toward each other. That is, we will discuss:

BLACKBOARD   task behavior
maintenance-of-the-group behavior

5. We have been getting to know each other a bit more as we discussed the problem census. I think the time has come to make our names known to each other.

   a. Please print your name on these cards I'm passing out. Here is the way I have done it. I would like to have you call me....., so I have printed that big on the card. My last name is below that in smaller letters.

      Fold the cards in half the long way before you print on them....

   b. Now, let's go around the table and see who's who. Starting with.......please say your name, tell us your present job, tell us where you came from, and how long you've been in this area.

   c. I think it is quite clear that we have a group of people here who know a great deal about Government. As a group, we must have, also, a lot of knowledge about supervision.

      I am sure that we will make use of our own resources as we move ahead in this course. But, as you have recogni in your census of problems, we do need to draw upon al resources, including that of social science, to help u overcome our problems.

6. Here is an outline of the topics that we plan to cover in the next sessions.

   a. In order that you can keep this outline and other handouts that you will receive readily available, I have here a ..... (folder, notebook) ..... for them.

      Notice the number in the upper right-hand corner, "1H3"? "1" means session No. 1. "H" means "handout." "3" means that this is the third item I have given you in this session. The first was the questionnaire, the second the problem census. The next handout will be "2H1."

Topical Outline	Action
b. Announcements - opening and closing times - coffee breaks, others - lunch period - note taking - security regulations - questions from group	b. Tell participants what they can expect about hours, etc. Keep schedule flexible! You may want to hold up coffee 15 minutes or change lunch time. If some participant can make his car pool if you start earlier and group is willing, be flexible!

--End of Session--

I suggest that you put 1H3 in your .... (folder, notebook) .... now.

b. While we are on administrative matters, let me make several announcements.

(1) We will be meeting from ..... (time of arrival and departure, days of meeting) .... Does this cause a problem for anyone?

(2) Although our schedule will be flexible, I plan to have a coffee break .... (in the morning and afternoon) .... and we will normally break for lunch at .... (time) ..... (duration) ....

(3) .... (Because of security regulations, we must) .....

(4) I have provided you pencils and paper for notes during the course. Your handouts and your notes, I hope, will help you test some of the methods which we will discuss here.

(5) Any questions? (Let's break....go on to....)

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SUPERVISION AND GROUP PERFORMANCE

INSTRUCTOR'S INSTITUTE

Instructor's Study Guide

Session 2

I. General comments

This is the first really contextual session of the course, and its conduct is important in that it sets the tone for the entire program. As a result, it is particularly important that the instructor be permissive with the participants at this point, and that he avoid either punishing them or rejecting their ideas. They will be testing you, subtlely at first and then with increasing boldness, to see the extent to which they are really free to express themselves. If you are a representative of the Civil Service Commission conducting an interagency program, you can expect to hear considerable, increasing criticism of the Commission as they try you out. If you are an agency trainer conducting the program for your own employees, you can expect them to be increasingly critical of their bosses and of "top management." All of this is their way of determining just exactly what the limits on discussion are going to be. Accordingly, it behooves you to accept their slings and arrows with the greatest possible degree of composure. Much of the value of the course arises srom the participants feeling completely free to express themselves, and any indication on your part that there are limits on what they can say will result in a marked reduction in their participation.

Similarly, participants are especially sensitive to anything that might appear to reflect adversely on them, and if their first, hesitant comments are ignored or rejected they will withdraw and refuse to enter into the group discussions. It is, therefore, especially important during this session that all of their comments, answers, suggestions, and questions receive a thoughtful, appropriate response. We have found that it is far better to put up with a certain amount of irrelevance and trivia at this point than to do anything that would cause a participant to withdraw.

II. Relationship to other sessions

As has already been noted, this session in large part sets the tone for the entire course. It also does some other things. First of all, it affords you an opportunity to clear up a number of misconceptions about the supervisor's role in personnel administration.

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Through the use of the cases included in this session, you can focus attention on areas such as position classification, and in so doing, provide an opportunity for them to "talk out" some of their mistaken ideas.

It also gives you several opportunities to lay the groundwork for later sessions. In connection with the discussion of a position description as a general statement of what management expects, you will have an opportunity to mention that the way an individual performs his or her job is conditioned by factors such as motivation, group standards, personal and group goals, the kind of leadership provided, and so forth. All of these are topics which are covered in later sessions; if they are mentioned in this session, you will be able to relate principles discussed in later sessions to the cases discussed in this session. In like fashion, the discussion of the supervisor's use of his power to make assignments affords an opportunity to lay some foundation for a later discussion of supporting and changing behavior; the case of Bill Judkins gives you a chance to begin driving home the elements of the scientific method.

III. Purpose of the exercise

The Bill Judkins Case (Handout 2H3) is designed to bring out several points:

1. The value of classification processes and systems.
2. The way in which responsibility for classification is shared among managers, supervisors, and personnel officers.
3. The relationship between classification, and duties and responsibilities.
4. What can happen when classification is improperly handled.

IV. Expected results of the exercise

As a result of this exercise, you can expect the participants to become increasingly active and communicative, taking a greater part in the discussion. At the same time, you can also expect them to become increasingly skeptical and argumentative -- you will, after all, be questioning the rightness of the way in which they do some of their work and the way in which they view their own duties and responsibilities. You should also find them increasingly willing to listen to someone else's point of view, and to accept, respect, or discuss the ideas of other members of the class.

V. What the exercise results mean

The participants' increasing skepticism, willingness to accept other people's ideas, and willingness to enter into the class discussion will be a clear indication that they are beginning to coalesce into a group.

VI. Problems or difficulties inherent in this session

The major problems inherent in this session center around getting the group to work, as a group, toward some definable goal. Your own efforts, in addition to covering the material included in the session, will need to be focused on getting participation from as many of the participants as possible, and on keeping their discussion centered on the problems at hand. Later, when they have become more of a group, the participants themselves will help keep the discussion on target. At this point, however, unfamiliarity with one another and with you will inhibit them to a considerable degree; they probably will not feel really free to take their associates to task when they wander far afield.

SUPERVISION AND GROUP PERFORMANCE

Session 2

The Job

Purpose

Your objectives: get the group to consider (1) the impact of the employee on the job, (2) the factors that affect employee performance, and (3) the supervisor's role in work assignment. You should also move your trainees from listening to participating. Encourage discussion.

Time required

1 hour (+ or -)

Plan

1. Position descriptions:
   - Case of receptionist, 2H1
   - uses of
   - common concepts about positions
   - boss' expectations--job--employee's perceptions
   - position is what interaction of management and employee makes it

2. Division of work and its consequences
   - Handout 2H2
   - factors which determine assignments to employees
   - examples of how work is divided
   - how supervisor can use assignments in leading his unit

3. Responsibility for classification actions
   - Case of Bill Judkins, 2H3
   - responsibility for position classification
     supervisor and management
     personnel office
     employee

4. Classification processes
   - Classification, 2H4
   - Not uniformity; comparability

5. Summary

Notes

Some supervisors think of personnel management as something that someone else does to them. Telling them that they are responsible for personnel management will not change this attitude. In this session, you should get them to discuss their responsibilities for classification, one part of personnel management. Experience has shown that supervisors know that they are responsible for work assignments. Your job is to get them to consider how work assignments affect classifications.

Encourage discussion and sharing of experiences by your participants. The more they do this, the more they will become an effective group.

Materials

Blackboard or similar device

Handouts for this session:

2H1, The case of the receptionist
2H2, Division of work and its consequences
2H3, The case of Bill Judkins
2H4, Classification

Preparation for instruction

Read "Classification Principles and Policies," Personnel Management Series No. 16, U. S. Civil Service Commission, June 1963. Note particularly the material on page 28 on "position descritions," which stresses that the "ultimate purpose of classification is to classify a real, operating position."

Topical Outline	Action
1. Position descriptions	1. Make transition from last session to classification
a. Uses of p.d.'s	a. /Handout 2H1/ distribute Allow about 2-3 minutes for reading. Get discussion going on Mr. Thomas' and personnel officer's uses of p.d.'s
record duties and responsibilities detecting overlapping assignments; gaps in assignments analysis of work flow training employees, especially new employees state what management expects employee to do	Bring out uses of p.d.'s to supervisors and managers /Cross-reference/ Later in this session, the script calls for a discussion of the uses of position classification as system
b. Definition of "position"	b. Get participants to define "position" or "employee's job"

Discussion

1. Let us turn now from our general consideration of problems to specific consideration of a particular problem. I would like to have us consider the process by which we make assignments to our employees and the effect this has upon them as individuals, on their performance as employees, and on their pay for their work.

   a. To start us off, I would like to have you read "The Case of the Receptionist." /Handout 2H1/

   I think that all of you have had time to read this now. Any questions?

   Let's answer the personnel officer's question, What use do you think Mr. Thomas can have for a position description?

/Typical answers/	/Instructor comment/
No use.	Then, why does he want to add to it now?
He wants to have it spell out her job.	What would he have to put into the p.d. to describe her job?
He has to make sure that he covers all of her important assignments.	Why?

   /Points to bring out/

   - It is practical to describe in detail only the simplest kind of work (try describing how to tie a bow knot!)
   - A position description should describe enough about the work to be useful for whatever it is used
   - A position description is used for such things as:
     - recording duties and responsibilities which have been assigned
     - assigning position to a class
     - setting pay
     - giving a new employee a general overview of job
   - Management can use position descriptions to:
     - analyze flow of work
     - detect gaps or overlap in assignments
     - identify training needs

   b. When we say that this clerk-typist has the job or position of receptionist, what do we mean? What is a position?

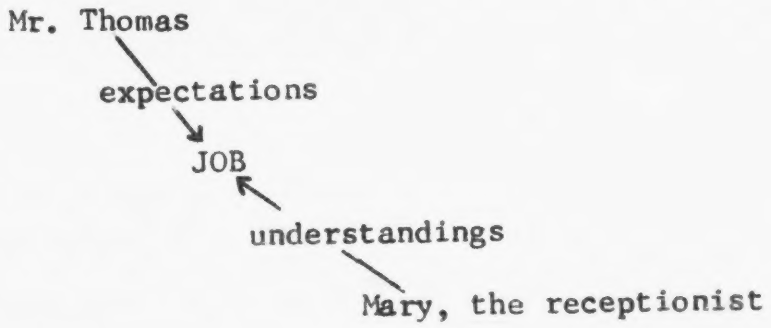
Topical Outline	Action
- position is interaction between boss and employee	
	Show relation between Mr. Thomas, Mary, and her job on /Blackboard/
- attitudes affect job performance	Stress: Position description is a general statement of what management expects /Cross-reference/ In later sessions you will bring out that how person perceives and performs job depends, partly, on - his motivations - group standards - his goals - group goals - leadership, etc.
c. Summary - you cannot spell out all details - each employee does job differently - boss' expectations and employee's understandings interact to bring about job performance	c. /Summarize/ this session to this point.

/Points to bring out/

. Common concepts of positions:
  - a post having certain duties and responsibilities to which people are assigned
  - a space, slot, or office authorized by a budget or other control, whether filled or vacant

. A position or job is not a thing; a position consists of the work assignable to an employee. In the case of the receptionist:

/Blackboard/



. Mr. Thomas attempted in his description of "Clerk-Typist, GS-322-4" to describe briefly what he expected Mary to do. He did not, however, succeed in communicating to Mary what he wanted.

. Mary, the receptionist, will probably read what Mr. Thomas writes about her job, but she will not remember all that she reads. She will also hear most, but not all, of what Mr. Thomas tells her about what he expects her to do. Finally, she will develop her own ideas about what she should do and will listen to what her fellow workers think she should do. These factors, and not just the position description, will determine what she actually does on the job.

. A position description, then, is a general statement of what management expects. It is not a statement of what the employee does!

c. /Summary/

. Rarely can a supervisor tell an employee how to do every task assigned to him; the employee therefore has freedom to do a number of things the way he thinks they should be done.

Topical Outline	Action
2. Division of work	2. /Handout 2H2/ allow 7-10 minutes for reading
a. Assignments; what guides you?	a. Check to see if they have any questions, get them to list factors which guide them in making work assignments /Blackboard/
- attitudes - status - knowledge, skill - availability - policy - intelligence - physical capacity, etc.	
b. Example of how work is divided.	b. Get one or more participants to tell group how they break down work as volume becomes too great for one employee

- Even though we say that two jobs are the same, they are done differently by the employees assigned to them; each job is what the employee makes it.

- A position description is a statement of management's expectations as to what an employee will do. It is a general statement as to the level of the duties and responsibilities and not an instruction as to detailed work performance.

- A position, then, is a result of an interaction between the employee and management.

2. The view that a position is constantly changing rather than fixed places considerable responsibility on supervisors. This is discussed in /Handout 2H2/, "Division of Work and its Consequences." Will you please read it and then we will discuss it.

   a. Any questions? Sometimes an employee will say something like, "I don't have to do that. It's not in my job sheet." Let's consider this. What are the factors which determine what assignments you give to your subordinates?

/Typical comments/	/Blackboard/
You do not ask professionals to wash bottles	Attitudes
You do not give easy jobs to senior workers	Status
Depends on what they know	Knowledges and skills
Depends on who's available	Availability
You can't hold women late at night	Agency policy
Some jobs call for intelligence and others for brawn	Intelligence Physical ability

   b. On page 1 of Handout 2H2, you read that the "volume of work" determines to some extent the amount of specialization. Would one of you please give us an example of this from his or her experience?

Topical Outline	Action
Work is divided by clientele geographic area machines used skills and knowledges flow of work GS grades etc.	
c. Supervisor's use of power to make assignments	c. Get group to tell you how they use assignments in rewarding, training, etc. /Cross-reference/ In later sessions, you will spend considerable time on supporting and changing behavior (sessions 8, 9, and 10).

/Typical responses/	/Instructor comment/
I do not see how that would affect jobs in my shop.	Can you give an example from some other shop?
When we had 20 letters a week to answer, we did not specialize. When I got 200, we found that it paid to specialize.	How did you specialize? By the skill required? By the people served? Or....?

In what other ways do you divide the work in your units?

/Typical responses/

When we have more work than one person can do, we can divide work according to such things as:

- the clients served
- geographic areas
- machines used
- skills or knowledges required
- flow of work
- grades of workers who do the work

c. So far, we have talked about division of work mostly from the point of view of the work. Let's look at it from your point of view, the point of view of the supervisor. What use do you make of your privilege of making work assignments. I assume you assign work to those who are competent, but how do you use this to support your leadership?

/Typical comment/	/Instructor comment/
I assign work purely on the basis of competence; anything else would be improper.	What effect does it have on the employee when you give him only easier assignments to fit his limited ability?
I reward those who work with me well with better assignments.	Could you give an example of this and tell us how other employees react to it?
When I think I have an employee who deserves promotion, I assign him more and more difficult work.	And what do you do after his job has changed significantly?

Topical Outline	Action
-rewarding good performance -developing and training -ease load of overloaded -add to load as person grows	Encourage group to bring out the importance to the supervisor of care in making good use of his assignment power
3. Responsibility for classification actions	3. Turn attention to "why do we classify jobs?"
- positions are unique	
- classification needed for: equitable pay data for recruiting building promotion and career systems reductions in force position controls requests for appropriations planning organizational structure	List reasons for use of classification on /Blackboard/

/Points to bring out/

- A supervisor has considerable freedom in making work assignments.
- The work assignments the supervisor makes open all sorts of possibilities to competent workers--to prepare themselves for promotion or to actually have their job upgraded
- The work assignments open the door, but the employee must respond; we must separate clearly what we expect an employee to do from what he actually does.
- A supervisor can use assignments to reward, punish, help a man grow, or ease the work of an older worker--it is a serious responsibility.

3. Let's return to a basic question that underlies this session: "What is classification and why should we classify positions?" What we have been discussing implies that:

   - each employee performs his job differently because his performance is colored by his personality and experience
   - each position is, then, unique

   Let's put on the blackboard a few reasons for classifying jobs. Why do we classify jobs?

/Typical comments/	/Blackboard/
To give equal pay for equal work	pay
To facilitate recruiting	hiring
To relate jobs in our promotion systems	promotion careers
To provide orderly reductions in force	r-i-f
So management can control the number of spaces	position controls
Estimate number jobs needed next year	appropriations
Plan organizational structure	planning

Topical Outline	Action
a. Case of Bill Judkins, 2H3 - position: auditor, GS-9 - performance: clerk, GS-5 (maybe GS-7) - boss wants to save Bill's grade	a. Distribute /Handout 2H3/ Point out that it deals with inadequate classification of a job; allow about 5 minutes for reading; check: any questions? Be sure to get them to outline situation before they state problem. /Cross reference/ This case does not require a very analytical approach; however, if you set pattern here of "what is situation" it will help you later when you discuss diagnosis in session 7
b. Problem	b. Have participants discuss case so as to bring out value of classification processes and system
- performance differs from position description - management hired wrong man for job - man threatened with demotion through no fault of his	
- responsibility for action manager supervisors personnel officer	Show how classification problems are shared

Discussion

a. Let's look at a case of inadequate classification. Read "The Case of Bill Judkins." /Handout 2H3/

Any questions? What are the facts in this case? Let's outline them briefly:

/Points to bring out/	/Blackboard/
. The position was classified as auditor, GS-9	Auditor, GS-9
. The man performed as an inventory control clerk, GS-5 or maybe 7	Inv. Clerk, GS-5
. The boss wants to save Bill's job	
. The person telling the story is the goat	

b. What do you think is the problem in the case of Bill Judkins?

/Typical responses/	/Blackboard/
Job not classified right	Wrong classification?
Job not described right	Wrong PD (position description)?
Wrong man hired	Wrong man?

Let's test this a bit further. Who is responsible for the classification of Bill's job?

/Typical responses/	/Instructor comment/
Personnel office	But they do not make the assignments to Bill. How are they responsible?
The supervisor	What should he have done?
The manager	Just how does he become responsible in this case?

Topical Outline	Action
- Classification Act places responsibility in line (not in personnel office)	Get participants to tell what delegations for classification actions have been made in their agencies
	Blackboard Show how classification depends on duties and responsibilities
.Management in this case responsible for: . filling job--made bad selection . assigning duties--misassigned . training--no effort . keeping p.d. current--no action . save money--wasted it	Sum up: in this case management failed
	Stress: pay for what an employee does (not what a piece of paper says)

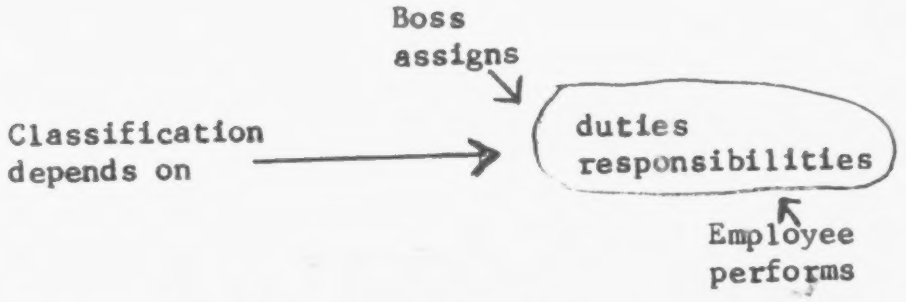
SUPERVISION AND GROUP PERFORMANCE

Discussion

/Points to bring out/

- The Classification Act places responsibility for classification on the agency head.
- The pattern of delegation of authority to classify varies by agency. Many delegate the authority to bureau line officials.
- In many agencies, the personnel office is a consultant to the line on allocation of positions to classes; the responsibility remains in the line.
- In any pattern of delegation, the grade level of a job and its classification depends on:

/Blackboard/



- The responsibility for classification of Bill's job rests squarely on management. Management failed in these respects:

/Blackboard/

Selecting unqualified person
Assigning wrong duties
Failing to train in assigned duties
Wasting Government's money
Failing to correct position
  description

- A position is what an employee does, not what it says he does on a position description.

Topical Outline	Action
4. Classification process	4. Handout 2H4 allow about 6 to 8 minutes for reading Questions? Have them think of groups of positions which have overlapping duties and fall in different classes
b. Not uniformity but comparability	b. Ask them what kinds of jobs they would bring together into a class? Principles? NOTE 4 English classes administrative executive clerical and clerical-assistant
5. Summary	5. Summarize this session in 5 points . pay for what employees do . p.d.'s that reflect this . motivate workers to work . bring comparable jobs into classes . who's responsible: employee supervisor manager personnel officer

4. What is the classification process? I would like now to have you read "Classification" Handout 2H4. It summarizes some of our discussion and adds a few new points

   a. Any questions:

      Can any of you from your own experience think of a group of positions which have overlapping duties and yet fall in different classes? I'm thinking, of course, of the example given in the handout of the civil, hydraulic, and mechanical engineers. Have you other examples?

      Typical responses

      - economists and statisticians
      - supply officers, supply catalogers, and purchasing officers
      - aeronautical engineers and space scientists

   b. How much uniformity should we strive for in our classification processes? If we are very precise, we would have each unique position in a class by itself. If we are very broad, as the English are, we would cover most non-scientific positions in four classes. What should we bring together?

      Points to bring out

      - Uniformity is not a goal of classification.
      - We should bring together positions which we can fill with persons having comparable qualifications, broadly interpreting "comparable".
      - We should bring together positions which belong in the same salary grade.

5. Summary

   Let us summarize in five points what we have discussed about classification before we move on:

   - Let us pay employees for what they do and not what some piece of paper says that they do.

   - When position descriptions are written, let's have them reflect in general terms what employees do.

   - What an employee does depends on your leadership and his knowledge, skills, abilities, and attitudes, rather than on what his position description says.

Topical Outline	Action

--End of Session--

Discussion

- Uniformity is not a goal for classification; jobs are unique and people are unique, but we find it convenient to bring related jobs together into classes.
- Good classification is the responsibility of the supervisor, the manger, and the personnel office.

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SUPERVISION AND GROUP PERFORMANCE

INSTRUCTOR'S INSTITUTE

Instructor's Study Guide

Session 3

I. General comments

This session deals with an area where all of the participants will have an opinion. All of them have definite ideas about how to go about filling a vacancy, both in terms of whether to choose from inside or outside and in terms of how to go about picking the best of several possible candidates. Accordingly, they will feel comparatively free to talk about the subject matter content of this session; the session can, therefore, be used to further stimulate group discussion and participation. They will still be somewhat unsure as to the "permissible limits" of discussion within the group, so you can expect that they will still be quite sensitive to your words and actions -- stay permissive!

The content of this session, because of its universal applicability, lends itself to the task of building group participation very nicely; so every effort should be made to capitalize on the situation and try to draw every member of the group into the discussion. This session also affords an opportunity to demonstrate the way in which the supervisor can do his job easier and better by making use of some of the staff services available to him within the organization to which he belongs (in this particular case the personnel office). This is a concept that some of your supervisors may reject at first, since many of their personal experiences with personnel and other staff offices will have been negative. If this occurs, try to find one or more members of the class who have had positive relations with some of their staff offices and get them to explain the ways in which these various specialized offices have been of help to them. Although the group will accept the things you say as true later (especially in areas such as motivation and group behavior where they are on unfamiliar ground), at this point they will be relatively deliberate in their acceptance of some of the things you say. As a result, you will find that many of the points you may know are true, and want to make, will be better received and have greater face validity if they come from another member of the class than if they come from you. Use this knowledge! If it appears that a member of the class will make one or more important points, leave him alone and let him do so! Provide the guidance necessary to keep the discussion moving in the direction you want it to go; prevent erroneous information from being allowed to stand uncorrected; and draw on the resources available to you within the class itself.

II. Relationship to other sessions

This session continues the group building processes begun in session 2, and gives the students additional information about how they can get help in doing another aspect of their job; thus, it is a logical continuation of session 2. It also does some other things. First of all, it moves the participants in a direction that will lead logically into the subject matter of session 4 -- motivation. This can best be seen if we examine the first four sessions as a block -- session 1 brings them together and demonstrates that they do have some problems in common and that this course will deal with them. Session 2 gives them an opportunity to talk about some of these problems in terms of jobs and what goes into making up a job. This session (3) concerns itself with how you go about finding people to do the jobs discussed in session 2; what qualities you look for, how you identify them, etc. Session 4 goes on to explore the question of what motivates people; i.e., what makes them display the qualities discussed in session 3, and how do their motivations affect the way they perform the jobs discussed in session 2

This session is also used as a vehicle for introducing two of the most important concepts in the entire course -- the scientific method and the supervisor as a man in the middle. In the Bill Judkins Case (session 2) you were given an opportunity to encourage the participants to attack a problem on a logical, rational basis. In this session, you will have a chance to outline the steps in such a method and "walk" the participants through its use.

You will also have an opportunity to introduce the concept of the supervisor as a man in the middle. This is a concept that your participants will accept immediately -- they have felt this way for a long time, but have probably never been able to verbalize their situation in quite this way. Since you will return to this concept a number of times in later sessions, you need not consider it in all of its ramifications at this point, but can content yourself with discussing the way the concept applies to this particular situation.

III. Purpose of the exercises

"The Case of the Administrative Assistant" is designed to demonstrate the point that more than just work to be done must be considered in filling a job. It also affords the participants an opportunity to observe how other supervisors weigh differing factors in making personnel selections and to compare other supervisors' standards with their own.

The Glen Kane case provides you with a vehicle to use in introducing the scientific method of problem-solving, and applying that method to the solution of a real, managerial problem.

IV. Expected results of the exercises

In most instances, you will find the majority of the class choosing John Smith in "The Case of the Administrative Assistant." As soon as you provide them with the additional information that this is a training position, however, they will all switch to choosing Richard Jones -- and to loudly denouncing you for "changing the entire situation." In light of the purpose of the exercise, you need not be concerned over these denunciations -- they actually provide that the exercise has made its point.

Because of the purpose for which the Glen Kane exercise is designed, there is no "right" solution. Your participants will probably come up with several solutions, any one of which would be acceptable. The important thing is that they follow the step-by-step procedures of the scientific method.

V. What the exercise results mean

As mentioned above, the results in "The Case of the Administrative Assistant" merely indicate that a point has been made. In the Glen Kane case, the only meaning that can be attached to the results is an estimate as to the extent to which the participants actually applied the steps in the scientific method.

VI. Problems or difficulties inherent in this session

There are two potential problem areas in this session -- supervisors who are not even consulted in the hiring of people for their work group, and the individual who questions how you arrived at the statistics in handout 3H1.

The first problem can be dealt with by saying something like, "But even if you don't make the actual selections, you must have some opinion with respect to what qualities should be sought." This then shifts the emphasis from "what do you do" to "what do you think," and everyone thinks!

To help you out with the second problem, we have included in the Instructor's Guide (pp. 3-2 and 3-3) an explanation of how the figures were derived. We strongly recommend that you acquaint yourself with this bit of background before you present this session and that, as an additional tactic, you consider asking any doubters if they can figure out the odds involved and report their findings back to the class.

SUPERVISION AND GROUP PERFORMANCE

Session 3

Filling a Job

Purpose

Your targets: (1) get participants to review the steps that they go through in filling a job, (2) get them to analyze how employees feel when someone new is brought in or one of their associates is promoted, (3) get them to review the effect of their selections on other parts of their organizations, and (4) acquaint them with the Federal merit promotion program.

Time required

3 hours

Plan

1. Need for a personnel system in filling jobs
    - inability of supervisor to find best candidates
    - need for interested, qualified citizens to be equitably considered
2. Pressures on supervisors when promotions are made
    - frequency of promotion actions
    - filling vacancies by promotion, 3H1
    - conflict between boss' expectations of supervisor and those of his subordinates
    - payoff to supervisor, himself, in promotion actions
3. Selecting the best candidate, 3H2
    - life pattern and actuarial approach to selection
    - case of the administrative assistant, 3H3
    - effect of immediate job demands on qualification requirements
    - effect of long-range goals on qualification requirements
    - summary of factors: the job, our expectations of performance, desirable qualifications, ranking methods, and assistance from personnel office
4. Recruitment planning
    - the case of Glen Kane, 3H4
    - planning: orderly replacement, career systems, training, etc.

5. Policies
   - standards of merit, 3H5
   - role of the supervisor in the Federal merit promotion policy, 3H6

6. Summary
   - supervisor is a man in the middle of pressures from his boss and his subordinates
   - promotions and appointments have serious consequences
   - public policy limits what supervisors can do

Notes

Keep in mind the close relationship of this session and the one on classification. The two units could well have been labeled "assigning work" (classification) and "assigning employees to work" (placement). Wherever possible, weave material and statements made by your participants during the last session into this one.

Also use this session as an opportunity to introduce the concept of the supervisor as a "man in the middle" (cross reference to session 10).

Keep trying to get participation from all your group's members. Avoid being critical of their mistakes or misinformation. You want to have them carry away correct information but you want them to feel that they can test the correctness of their beliefs without being made to feel inadequate because they have been in error. Wherever possible, throw back misinformation to the group and see if you can get them to correct it; then support correct statements. If you cannot get this, then you, yourself, must speak.

You may be questioned on the statistics in the table at the bottom of handout 3H1-1. Ask the challenger to work it out and report back! Most of your participants will know very little about permutations and combinations and would be bored by such an analysis. Here is an illustration of what is involved. If we have four items, a, b, c, and d, in a hat, what are our chances that when we draw two slips that we will get either a or b? When we draw two slips they will be one of these combinations: (a b), (a c), (a d), (b c), (b d), or (c d). We have six combinations. We find a or b in 5 of them. Therefore, 5 times out of 6 we will draw either a or b when we pull two at a time. If we have ten people, a, b, c, d, e, f, g, h, i, and j, what are our chances that we will get an a, b, c, d, or e? If we tried a thousand times:

	If 10 Employees are Qualified	
	And we want a man in the top half of those 10	And we want the best man in the 10
If we consider this many candidates	Our chances of getting one in the top	Our chances of getting the best man
1	500 in 1000 trials	1 in 10
2	778 in 1000 "	2 in 10
3	917 in 1000 "	3 in 10
4	976 in 1000 "	4 in 10
5	996 in 1000 "	5 in 10
6	1000 in 1000 "	6 in 10

In this session the concept of the scientific method is introduced for the first time. It will appear several times later on. The concept will be understood better by the end of the course, we think, if you will stress the concept when it is mentioned in this session. What is the scientific method? It is: (1) identification of a problem, (2) collection of data through observation and where possible through experimentation, (3) stating of hypotheses which fit the observed facts, and (4) testing the hypotheses to confirm them or to modify them. The words we use will be somewhat different, but the concept is the same.

In this session we also repeat the concept we have presented before: the personnel office is a source of staff assistance to supervisors. Tie it back to session 2!

Materials

Blackboard or similar device

Handouts:

3H1, Filling vacancies by promotion
3H2, Selecting the best candidate
3H3, The case of the administrative assistant
3H4, The case of Glen Kane
3H5, Standards of merit
3H6, The role of the supervisor in the Federal merit promotion policy

Preparation for instruction

Review "Promotions and Internal Placement" in Chapter 335 of the Federal Personnel Manual. You may wish to look also at Chapter 332, "Recruitment and Selection through Competitive Examination."

A most helpful reading for you is "Guide to Evaluation of Employees for Promotion," starting on page 19 of Appendix A of Qualification Standards for Classification Act Positions, Civil Service Handbook X-118. It states concisely and simply how to make good use of unassembled and written test techniques. Its contents:

- Determining qualifications requirements
- Evaluating employee qualifications
- Rating experience and training
- Using written and performance tests for evaluation
- Using interviews for assessing employees
- Obtaining supervisory ratings
- Arranging employees in an order of merit
- Determining the success of evaluation for promotion

Topical Outline	Action
1. Need for personnel system in filling jobs	1. Make transition from looking at jobs (assigning work) to looking at placement (assigning people)
a. Inability of supervisor to find best candidates without help	a. Have group examine how a supervisor not under civil service would hire
	Blackboard Write "supervisor" in middle of blackboard (leave room to show whom he contacts first and how he widens his circle of search)
- his widening circles of search: 1) whom he knows best 2) acquaintances 3) organizations he is member of 4) patronage 5) general public	Draw out quickly all of their suggestions before you draw your expanding circles of search; that is, you organize their suggestions If they say "advertise," get them to consider confusion of ads by each supervisor (see discussion in section b. on next page)

Discussion

1. We have been considering how the man makes the job. This, I suggest, adds new emphasis to what we have all felt in the past: the importance of filling jobs carefully. The man that we hire will probably stay with us a long time, so we'd better be careful in our selection.

   a. Let's start our discussion about selection in this way. Suppose that you were to visit a Government organization that is not under civil service and has no personnel office. Its supervisors have as much freedom in hiring as does an independent business.

   Now, in that agency you drop in on a free-wheeling supervisor who is about to hire a bookkeeper to make simple ledgers. He knows that hundreds of people are available who can fill his job. Now, here he is:

   /Blackboard/

   Supervisor

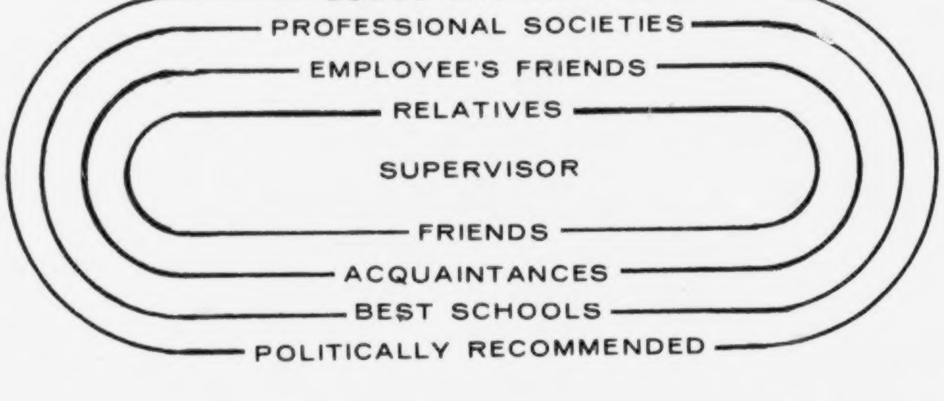
   How do you think that he will go about finding a new employee with training and experience as an accountant to work for him? Remember, he is exempt from civil service procedures and has no personnel office.

   /Typical replies/

   Telephone his friends who are accountants
   Ask his friends to recommend someone
   Ask his subordinates to recommend friends
   Call an employment agency
   Call the U.S. Employment Service
   Telephone accounting schools
   Write to professional accounting societies

   Let me draw a chart of the expanding circles of calls made by our supervisor:

   /Blackboard/



Tropical Outline	Action
b. Systems for considering interested, qualified citizens	b. Bring out difficulty supervisor faces in recruiting from general public without help
- coordination of agency recruiting efforts	Bring out how personnel system helps supervisor widen his search for good candidates
- technical assistance in ranking candidates	
- equitable treatment of candidates regardless of race, religion, etc.	
- acting to create good public image of the agency	
2. Pressures on supervisors when promotions are made	2. Ask them: in past 6 months did you have more . promotion actions? . appointment actions?

b. Who is left out of our supervisor's search? The general public. How can he take into account the general public?

Typical replies	Instructor comment
. Advertise	. Each supervisor will advertise vacancies?
. He lacks the ability	. You think he can ignore the public? What will happen if he does?
. Turn to his personnel officer	. We were assuming he had none. If he did have one, what would you expect of the personnel officer?

Points to bring out

- An agency cannot afford to have each supervisor at all levels advertising job vacancies; coordination is important.
- Supervisors need help in reaching candidates, ranking candidates, checking on them.
- In the public service, all qualified citizens who wish to be considered for vacancies have a right to fair and equitable consideration as candidates.
- Organizations establish personnel offices and personnel procedures in order to create an attractive public image, to communicate effectively with prospective applicants, and to select the best from among available candidates.

2. In our discussion so far, we have assumed that we would hire a new employee. Let's try a check on this. Let's compare how many promotions we make against how many new people we hire. Think back over the past six months. Did you have more promotions or more new appointment actions?

Topical Outline	Action
	Comment on tally of promotions vs appointments
a. Filling vacancies by promotion	a. Ask them: of your last two promotions how many given to employees: . inside your group . outside Blackboard Comment on tally Ask what happens when you bring in an outsider at a promotion
b. Conflicting roles of supervisor in promotions	b. Distribute Handout 3H1 Allow 3 to 5 minutes for reading. Tie back to material in session 2: supervisor is man in the middle NOTE: Some groups question the statistics. If they do, see statement under "Notes," page 3-2.

/Blackboard/	More promotions	More new appointments

While the ratio of promotions to appointments will vary in different work groups, generally we find that the number of promotion actions exceeds the number of appointment actions.

a. Let's check our experience on another point. Think of the last two promotion actions in your work group. Now, let's count how many of these were promotions of employees who were already under your supervision versus promotions of persons who were under someone else's supervision.

/Blackboard/

Promotions	
Inside my group	From outside my group

The ratio of within-group and outside-group promotions will vary from group to group. Our figures on the board raise the question as to what difference it makes if we promote from within or without our groups. What effect does bringing a person into your group at a promotion usually have on your other employees?

/Typical comments/

- No effect
- Someone always gripes; he wanted the promotion
- My employees seem to feel we should promote from within

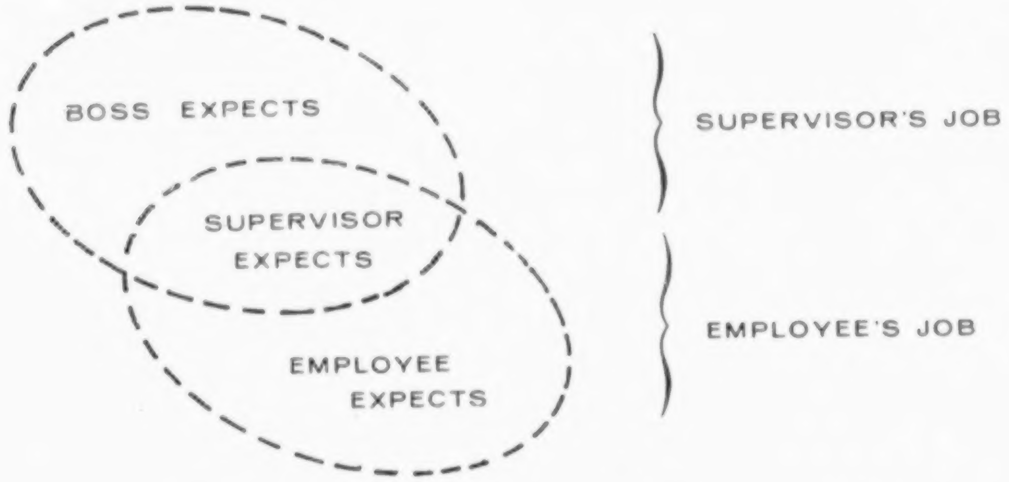
b. When a supervisor fills a job through promotion he will nearly always have to consider where he should look for candidates--in his own shop, outside, or both. I would like to have you now read "Filling Vacancies by Promotion" /Handout 3H1/, which discusses some of the issues that supervisors face in promotions.

Any questions?

On page two in the next to last paragraph of the handout, we see the statement that the supervisor is the "man in the middle." Let's tie this back to what we previously said in our session on classification.

Topical Outline	Action
	Blackboard write "supervisor" in center of board; Show how he relates to his boss and his subordinates
c. Conflict in expectations of supervisor's boss and subordinates	c. Ask: what boss expects of us when we promote
- management more often seeks broad area of consideration - employees want promotion of one of the group	Bring out: supervisor is man in the middle

Blackboard



c. What does the boss expect of you when you fill a vacancy in your work group? For example, whom would he expect you to consider if you have a stenographic or clerical vacancy?

Typical comments	Instructor's comments
. He leaves it up to me	. How widely would you search, then?
. He expects me to follow our promotion system	. What does that require?
. I look in my own unit first	. You look for promotees inside your unit. What does your agency policy expect you to do?

Points to bring out

- Most agency promotion policies provide for consideration of employees in other units for promotions.
- Most employees want the promotion kept within the unit (handout 3H1-2, paragraph 2)
- Management often expects supervisors to look
  - nationwide in filling top-level scientific jobs
  - regionwide for many professional and management jobs
  - citywide for better-than-average office-type jobs

Topical Outline	Action
- Supervisor's payoffs	/Cross-reference/ In next session we will deal with motivation. "Supervisor payoffs" are motivating factors.
3. Selecting the best candidate	3. Point out: when we go outside to recruit, we need method of ranking them Distribute /Handout 3H2/ Allow 5 to 7 minutes for reading
a. Life pattern vs actuarial ranking of candidates	a. /Blackboard/ write out key words: . actuarial . life pattern Ask: which approach would you use to select your replacement
- application to supervisor position	Get discussion on relative values of two methods

. Conclusion: The supervisor is the man in the middle; in the long run "he will protect himself best if he scrupulously seeks to fill his vacancies with the best...." (handout 3H1-2, next to last paragraph, last sentence). What is the payoff to the supervisor?

/Blackboard/

reputation of his unit
attainment of unit mission
reputation of supervisor

3. If we are to go outside the unit to select a candidate, we face a problem. We know our own employees well, but we do not know the outsiders. We need, therefore, someway of looking over our outside candidates and predicting which one would be the most likely to succeed in our job. I have here "Selecting the Best Candidate" /Handout3H2/, which discusses this problem. Please read it and then we will discuss it.

a. Any questions?

The handout presents two basic approaches to ranking of candidates:

/Blackboard/

life pattern
  - rating training and experience
actuarial
  - written tests

Let's assume that next month you leave your present job. Which basic approach would you recommend to your boss to find your replacement if he had to go outside of your unit?

/Typical comments/	/Instructor's comments/
. A good intelligence test	. Why do you want to measure intelligence?
. Life pattern	. What kinds of training and experience do you have in mind?
. I still like interviews	. What yould you look for in an interview?

Topical Outline	Action
life pattern: use of intelligence technical knowledge get along well etc.	
b. The Case of the administrative assistant, 3H3	b. Turn to a case /Handout 3H3/; allow 5 to 7 minutes for reading.

John Smith		Robert Jones	
Advantages	Disadvantages	Advantages	Disadvantages

Topical Outline	Action
- Smith's advantages	Ask: what are advantages in selecting Smith? /Blackboard/
stability acceptance of job fits his career equity to him	
- Smith's disadvantages	Ask: what are disadvantages?

/Points to bring out/

- A supervisor should have at least average intelligence; he should have demonstrated that he has made good use of his intelligence.
- A supervisor should have enough technical knowledge to supervise the work; his experience should have demonstrated this.
- A supervisor should have been able to get along well with others in the past.
- A good rating of training and experience, that is the life pattern method, would seem to get at this better than written tests and interviews.

b. Let's apply what we have been discussing to "The Case of the Administrative Assistant." /Handout 3H3/ Here is the situation. We are being asked to fill a position of administrative assistant, GS-7. On page 1 of the handout is a description of what you expect this employee to do in this job. You have two candidates for the job. Their qualifications are listed on page 2 of the handout. As you read this handout, consider their qualifications and their probable strengths and weaknesses in the job of administrative assistant.

Any questions?

What are some of the advantages of selecting John Smith?

/Typical responses/	/Blackboard/	
	Advantages	Disadvantages
. More likely to stay with the job	continuity	
. More likely to like it	satisfaction	
. His last chance	equity	
. Logical promotion	career	

What are some of the disadvantages of selecting John Smith?

Topical Outline	Action
	/Blackboard/
low capacity less performance narrow	
- Jones' advantages	Ask: what are advantages in selecting Jones?
more capacity more imagination more ideas more flexible growth capacity	/Blackboard/
- Jones' disadvantages	Ask: Jones' disadvantages?
	/Blackboard/
ambition--turnover lack of challenge in job over-capacity for job difficult to supervise lack of technical knowledge	
c. Effect of immediate job demands on qualification requirements.	c. Ask: looking at job, what qualifications seem to be required for a person to do job with minimum of training?
day-to-day technical requirements	
neglect of long-range requirements	

	Advantages	Disadvantages
. Is he intelligent enough?	(as discussed)	intelligence?
. May perform inadequately		performance?
. Lacks breadth		narrowness?

What are some of the advantages of selecting Robert Jones?

	Advantages	Disadvantages
. Able to do outstanding job	capacity	
. Brings imagination to job	imagination	
. Will have more ideas	ideas	

What are some of the disadvantages of selecting Robert Jones?

	Advantages	Disadvantages
. About time he learns the job, he'll leave it	(as discussed)	turnover
. May be too good for it		dissatisfaction
. May not challenge him		motivation lack
. Hard to supervise him		difficult

c. Now, let's turn our analysis of this situation about. We have been looking at the candidates themselves. Let's turn back to what we expect them to do. Looking at page one of the handout, what qualifications do you think a person needs to do this job with the minimum of training?

/Typical responses/

. Personnel experience
. Supervisory experience
. Facility with numbers
. Filing experience
. Writing ability
. Ability to get along with others

Topical Outline	Action
	Ask: with this list, whom would you pick?
d. Effect of long-range goals on qualification requirements	d. Tell: job is trainee job to prepare people for higher grade field jobs: administrative officer GS-11 and 12.
	Ask: in light of training goals, what qualifications seem appropriate?
. long-range growth potential	
. less emphasis on technical skills for today	
	Ask for examples of jobs which have similar duties but different qualification requirements

SUPERVISION AND GROUP PERFORMANCE

From this list of desirable qualifications which man would you pick?

/Typical response/

John Smith

d. But we looked only at the immediate, current demands of this job. That is, we limited our view of it to today. Now, let me give you some additional information about this job of administrative assistant. The manager created this position because he wanted to have a position in his office in which trainees could get broad staff experience. He deliberately put into it a number of staff assignments: budget, personnel, methods analysis--to give its incumbent a taste of staff work. After a trainee has served a year in this job, the manager plans to move that trainee to a field activity where he'll be on his own as an administrative officer. In the years ahead, these employees will take on more and increasingly difficult tasks, leading to GS-11 and 12 positions.

In light of the manager's training goals, what qualifications do you think we should establish for this job?

/Typical responses/	/Instructor's comments/
. Keep them as before	. You think that the two jobs are the same? What weight should we give to the target jobs of the trainees in establishing our qualifications?
. capacity to learn . intelligence . career potential . ability to move to GS-11 and 12 . ability to get along with others	

Can you think of other jobs which, in your experience, are about the same in duties but would have different qualification requirements when they are used as trainee posts?

/Typical comments/

. Draftsmen--engineers: the beginning engineer performs work closely similar to that of a draftsman

Topical Outline	Action
e. Summary	e. Summarize discussion so far in this session

When we have vacancy:
- review assignments
- what changes are needed?
- look at job
- look to future career
- set qualifications:
  knowledges
  skills
  abilities
- select ranking method:
  actuarial
  life pattern
- get help from personnel
  office

/Cross-reference/ Personnel office is of help in classification actions, also (session 2).

4. Recruitment planning	4. Point out: we have assumed have available candidates; this requires planning Distribute /Handout 3H4/ Reading time: 2-4 minutes

. Statistical clerk--statistician

. Helper--apprentice

e. /Summary/

When we have a vacancy, we should consider

- What work assignments have been made in the past to the previous incumbent
- What changes we should make in assignments for the newcomer
- What assignments might be reassigned to other employees

When we are about to fill a vacancy, we need to keep in mind

- What we expect the person to do right away
- What we hope he can do after a few months of training and experience
- What we hope he will become in the next few years in his career

With such factors in mind, then we can think about the qualifications we want in our new employee, such as:

- knowledges
- skills
- abilities (such as intelligence, emotional balance, etc.)

Focusing on the immediate job may make us overstress immediate, technical knowledges and skills; focusing on long-range career development may make us look more for growth potential.

Now we can think about how we should appraise our potential employees using the actuarial or life pattern method.

We can get considerable help from trained placement officers in this process. This is the second area in which the personnel office can be helpful. Previously, we saw that it could help us in classification actions.

4. We have been assuming so far that when we have a vacancy we will have candidates for that job somewhere readily available. This of course, is not necessarily true. I'd like for you to read "The Case of Glen Kane" /Handout 3H4/, in which a manager finds that he has no ready replacement for a key man. As you read, I would like to have you analyze the case in these terms. The manager is well aware that he has a problem.

Topical Outline	Action
	/Cross-reference/ Stress scientific method in analysis (will be used throughout course): 1. Awareness of problem 2. Collecting facts - history - present situation 3. Diagnosis (probable causes) 4. Alternatives and consequences 5. Selecting action pattern 6. Action 7. Evaluation /Blackboard/
a. Analysis of Kane case-- he retires; no replacement; av. age - 60	a. Ask: what are the facts?
Diagnosis poor age distribution no planning for replacements inadequate recruiting	Ask: what are the causes? (diagnosis?) /Blackboard/
	Show them: Kane's organization /Blackboard/
b. Recruitment planning	b. Ask: what should Kane and bosses have done in past? (alternatives?)

/Instructor says/	/Blackboard/
. What are the facts in this case?	Facts?
. What is the past history and what is the present situation?	-history -situation
. What are the probable causes of the present situation?	Diagnosis?
. After you have read the case and found the facts and causes, then let's discuss together what alternative actions seem called for.	Alternatives and consequences?

a. What are the facts in this case?

/Typical responses/

- Glen Kane wants to retire
- His assistant cannot take over
- Professional employees cannot take over
- Average age of professionals is 60
- All hired together, grew old together

What are the probable causes of the present situation? How did you diagnose it?

/Blackboard/

No planning
Inadequate recruiting
Bad age distribution

Let me give you one more bit of information about this case. Kane had working for him 10 engineers, 5 draftsmen, and 15 other support employees.

/Blackboard/

Kane

Assistant Chief

10 engineers   5 draftsmen   15 others

b. What do you think that Kane and his bosses should have been doing in the past? What alternatives were open to them which would have helped them avoid the present situation?

Topical Outline	Action
- planned, regular hiring - planned career system - eliminating deadwood - planning appropriation needs - planning training immediate long-range - develop replacements for key management posts	
5. Recruitment policies - hire best qualified - equal opportunity - publicity of vacancies - realistic standards, impartially applied - applicants may appeal	5. Ask: when boss looks outside for replacement, what principles should guide him? (example: find best possible replacement)
a. Standards of merit, 3H5	a. Distribute Handout 3H5 Reading time: 1-3 minutes
b. Principles to follow: - use competitive standards or better - broad areas of competition - go outside normal areas, when needed - qualification standards: fair, reasonable, valid, and reliable - equal opportunity - prompt release of promotee	b. Ask: if manager fills job by promotion from within lab, what principles should he follow?

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/Points to bring out/

- Bring in a college graduate engineer every year or two
- Plan regular promotional opportunities for them
- Encourage retirement of inadequate professionals
- Seek funds for periodic recruiting
- Plan and conduct training to prepare them for advancement
- Train seniors for advancement to Assistant Chief and Chief positions.

5. As Glen Kane retires, the boss may have to look outside of Government for a replacement. I imagine that the boss will be looking for the best possible person to replace him. What other principles should guide the manager as he seeks a replacement who is not now in Government?

/Typical comments/

- Follow civil service regulations
- Fair employment practices
- Look throughout a large area

a. Here is a statement of "Standards of Merit" /Handout 3H5/, which sets forth principles which are established by law and by custom. They reflect the type of Government we are and the expectations that people have of our Government.

Are there any questions about "Standards of Merit"?

b. Most of us will probably find that we are filling many of our vacancies from within our agency. If Glen Kane's job were to be filled by promotion of someone in the laboratory, what principles should the manager follow?

/Typical replies/

- Follow agency promotion regulations
- Search widely in his agency as well as in his laboratory
- Give fair consideration regardless of sex, color, or national origin, etc.

Topical Outline	Action
c. Federal merit promotion program	c. /Handout 3H6/ reading time: 1-3 minutes
	Ask: where can competitive standards be found?
	How get information on competitive area?
	Ask: allow how much time for Kane's replacement to report?

c. Here is a statement of the major features of "The Role of the Supervisor in the Federal Merit Promotion Policy." /Handout 3H6/. Any questions or comments?

How would the manager find out about the competitive standards for Kane's job?

/Points to bring out/

- The personnel office has the competitive standards used to determine basic eligibility (those in CSC Handbook X-118 and others negotiated with the Commission).

How will he find out about the area of consideration for Kane's job?

/Points to bring out/

- An agency is to make available to employees the promotion plan or plans which concern them.
- The agency's promotion plan defines the area of consideration.
- Voluntary applications outside the minimum area must be considered and evaluated by the same qualification standards that are applied to employees within the area.
- Agencies are not obligated to notify employees outside the area of consideration. However, if they notify some employees outside the minimum area, they are required to include other employees who could qualify in that area.

What would be an adequate period to allow for the release of Kane's replacement from the losing division?

/Typical answers/	/Instructor's comment/
. two weeks . month . when he winds up his work	. How would you fit that into the policy requiring "prompt" release?

/Additional points/

- Supervisors should be willing to discuss complaints about the promotion program with their employees. Listening to complaints and communicating these areas of misunderstanding to higher management often results in improvements being incorporated into the agency's plan.

Topical Outline	Action
	Cover points regarding the supervisor's responsibility in merit promotion
6. Begin summary	6. Summary

SUPERVISION AND GROUP PERFORMANCE

- Supervisors should go to personnel to obtain clarification of questions on the promotion plan because of differences in agency plans and changes which are likely to occur as the agency plan evolves.

- Following are matters that are appropriate for consultation or negotiation between the agency and labor organizations:

    - Procedures for informing employees about promotion plans, opportunities, and promotions made

    - Occupational, geographic, organizational or grade-level coverage

    - Delineation of minimum area of consideration and systematic method of extension

    - Method used to locate candidates

    - System of ranking candidates

Matters not appropriate for consultation or negotiation:

- Provisions required or prohibited by Commission instructions

- Qualification standards and evaluation methods established or approved by the Commission

- Reserved management rights identified in Executive Order 11491.

The degree of involvement by labor organizations in the promotion plan will depend on their level of recognition under Executive Order 11491 (to be discussed in session 10).

6. /Summary/

We have reviewed rather quickly how we assign work to create positions and how we assign people to positions. Let's run over the major points and pull them together.

- When a supervisor fills a job, he is influenced by those around him.

Topical Outline	Action
	Influences on supervisor

--End of Session--

- He is influenced by his manager. If he is ambitious and self-assured, he will probably be much influenced by his boss.

- He is influenced by the members of his work group. If he looks to his subordinates for support and approval, he will probably want to avoid offending them.

- He is influenced by his own goals and motivations.

. Most supervisors probably respond to a variety of pressures when they fill jobs.

. When a supervisor fills a job, he is taking an action which often has important consequences for his organization. The supervisor who is aware of this
- is more likely to select the most competent individual he can find no matter whether he is in or out of the work group

- is more likely to feel that his own welfare and that of his group is dependent on the success of the larger organization.

. When we, as Federal employees, fill jobs, we are bound by public policy, laws, Executive orders, civil service regulations, and agency regulations. We are not free to do just what we wish to do. We are obligated to be responsive to these policies.

. Who is responsible for
- recruiting competent replacements?
- developing attractive careers?
- promoting the best employees?
- moving an outstandingly competent employee to more important and difficult assignments?

. My answer: managers and supervisors; you, me, and our bosses.

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UNITED STATES CIVIL SERVICE COMMISSION
Bureau of Training
Washington, D. C. 20415

SUPERVISION AND GROUP PERFORMANCE

INSTRUCTOR'S INSTITUTE

Instructor's Study Guide

Session 4

I. General comments

This session marks a departure from discussing "comfortable" subjects about which the participants have some knowledge, to a consideration of underlying sociological and psychological principles that are important to the supervisory job but unfamiliar to the supervisors. Although some of your younger, college-educated participants may have had psychology, most of your students will find the material presented in this session entirely new. As a result, and because we tend to be curious about why people behave as they do, you will find them extremely interested in this particular topic. In consequence, you can anticipate their asking a number of questions about human motivation; you should be thoroughly prepared to answer them since this is an area where you will have the fewest resources available within the group itself. In the introduction to the Instructor's Guide for Session 4 (p. 4-3), we mention several books that can provide you with the sort of background information you might need.

In this session we first introduce the concept of change in its sociological or psychological sense. This will be a totally new concept to most of your supervisors, and it may take a while for them to accept the idea. We also introduce another concept that will be new, and debatable, to most of your participants -- that status is really a measure of difference. This usually comes out in the general discussion of status; although it may be resisted at first, it is usually accepted by the time the discussion of status ends. In connection with the discussion of status, it will be found that the participants universally enjoy discussing this topic and comparing the status symbols of their own organizations (and their own positions) with those of their associates in the class.

We also introduce a change in procedure in this session. Up to this point, the instructor has done all of the summarizing that is done in each of the sessions. Beginning with this session, you should try to get the participants to summarize the presentation. It may be necessary for you to make many of the points in the several summaries included in this session;

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but as they become more and more accustomed to this procedure, the supervisors should do more and more of it. The more of it they do themselves, the greater the reinforcement of learning.

II. Relationship to other sessions

This particular session is related to several other sessions, largely through the Mrs. Smith Case and the scientific method. In session 3, you will have introduced the scientific method of problem-solving. In this session, you will apply it to a human relations case and literally force the participants to use it. In the process, you will discuss history, the situation, and evaluation as parts of the process of diagnosis. These same items will be dealt with at some length, later, in session 7. If you lay a proper foundation in this session, your discussion at that point will be more meaningful than it otherwise would be. Somewhat later in the same case, you will ask the students to build a model of Mrs. Smith, using materials presented early in this session (on motivation). At the same time, you will also have a chance to lay the groundwork for discussing how to bring about change in her, a subject you will take up in session 9.

From the very beginning of this session, you will be dealing with the motivational factors that must be considered when attempting to bring about change in an individual; so you should always be alert to opportunities to set the stage for session 9.

III. Purpose of the exercise

The Mrs. Smith Case, which is first presented in this session, is a very important one not only in terms of this session, but also with regard to later sessions -- since you will come back to it several times. As far as this session is concerned, it serves several purposes:

1. It demonstrates graphically how the application of the scientific method of problem solving to human relations cases can radically alter the solutions which are reached.

2. It provides an opportunity for the class to apply the scientific method to an actual case, on a step-by-step basis.

3. It demonstrates the relationship which exists between motivational factors and individual performance.

IV. Expected results of the exercise

Most often, classes will skip over the scientific method and leap to the immediate conclusion that Mrs. Smith should be fired. They will resist your attempts to make them follow the scientific method, step-by-step, until they come to realize that following this method is leading them inexorably toward a conclusion that is radically different from their original one.

By the time they complete the case, all of them will usually be in agreement that it is the supervisor who is at fault, rather than Mrs. Smith.

V. What the exercise results mean

The results of the exercise mean that in this particular case the participants have actually applied the scientific method to the solution of a case. They do not mean that the participants have learned how to apply the method, or even that they will apply it the next time they have a case to solve. On the contrary, the next time they are given a human relations case to solve, they will almost always revert back to solving this kind of problem intuitively. When they do so, however, you are in an excellent position to remind them of the Mrs. Smith Case and cajole them into applying the scientific method again.

VI. Problems or difficulties inherent in this session

The two most significant difficulties usually encountered in this session relate to the scientific method and the summarizing of the session.

In the first instance, you will find it necessary to constantly keep after the participants to make them use the scientific method, in order, and in its entirety. They will continually attempt to skip over steps or jump immediately to some sort of conclusion. In this connection, it has been found useful to have the students write down the action they would propose to take, on their handouts, as soon as they have read the case. Then, after you have completed the discussion of the case and the application of the scientific method to it, ask how many of them would still stand by their original decision. In connection with this same problem, it has also helped to continually ask the question, "Is that a fact?" while developing the facts in the case. Participants will normally offer many different assumptions and unwarranted conclusions as facts in the case, and these cannot be allowed to stand.

The problem of getting the students to summarize the session is largely one of conditioning. During this session you will likely find them reluctant to try summarizing what has been said, but keep at it. The final result, in terms of greater learning and higher retention, is worth it.

VII. EEO development in this session

The case study involving Mrs. Helen Smith allows the instructor to deal with equal employment opportunity without affecting the laboratory case which is fully developed.

The objective is to influence the participants, understanding and acceptance of EEO and their regarding the procedural handling of complaints.

SUPERVISION AND GROUP PERFORMANCE

Session 4

The Individual at Work

Purpose

Your objectives: (1) get your group to consider what makes people behave the way they do, (2) get them to read about modern concepts of motivation, and (3) have them apply what they have discussed to a case.

Time required

4 hours (+ or -)

Plan

1. Tie what is to be presented in this session to previous sessions
   - classification (what we expect of individual, etc.)
   - placement (how we assign tasks to individuals)
   - session No. 4--What makes individual behave as he does
2. Participants report on what they have observed:
   - factors that determine behavior (intelligence, emotional balance, physical, values, self-approval, motivation, relations to others, etc.)
   - impact of others on an individual's behavior
3. Plan for next few sessions:
   - individual)
   - group) task behavior, group behavior
   - leadership)
4. People are stable; people change slowly
   - personality
   - advantages of stability
   - organizational (hence supervisory) need for change
5. Motivation (desires and needs)
   - why examine this? (analogy: why understand physical principles?)
   - basic needs (air, water, food, shelter, etc.)
   - other needs (safety, social, ego, self-realization) 4H1

6. Social science findings about motivation, 4H2
   - case of the threatened supervisor; need for

.security	.avoid demotion	.self-respect
.status	.avoid inferiority	.a place in organization
.prestige	.avoid failure	.avoid anxiety

   - status symbols in the Federal Government organizations
     - . for clerical office workers
     - . for supervisors and managers
     - . status is differential

7. Application
   - the case of Mrs. Helen Smith, laboratory worker, 4H3

8. Equal employment opportunity
   - Equal employment opportunity complaint procedure, 4H4
   - Preventative supervision, 4H5

9. Analysis
   - what is the situation; who is involved
   - what happened; attitudes, motivations
   - relations of principles to each other
   - others; problems; what made Mrs. Smith act as she did

10. Summary
    - we can predict human behavior to some extent
    - we must analyze the people and the situation before we predict
    - we must pay special attention to
      - . motivation
      - . stability (equilibrium)
    - equal employment opportunity

11. Motivation, the performance multiplier, 4H6
    - application: (a) young steno (b) young career professional
    - what motivates you (private analysis)

12. Summary
    - individuals, general
      strongly moved by needs and desires (that is, motives)
      stable personalities, but they do change
      stability a good characteristic, makes supervising difficult
    - motivation
      essentially stable, but do change
      a force to bring about desired work behavior
      common work motives: safety, ego, social
      pattern: equilibrium, awareness, goal, select act, action
      some motives support others, some conflict
      conflicting motives cause indecision, aggression, negativism, irrationality, etc.
    - supervisors
      need not seek to change employee personality (they probably cannot)
      need to learn how to use forces within the individual to influence work behavior

Notes

This session has been deliberately kept away from the earliest hours of the training. The first three sessions are designed to permit the participants to talk about classification and placement and related matters which (1) get them to know each other, (2) let them see the other participants have problems like theirs, and (3) permit them to discuss matters which, in general, deal only with the fringes of leadership. Your participants are brought face-to-face with the first key element in effective leadership, the employee who reports to them. As most supervisors have rather firm convictions about people, your job is to get them to take a fresh look at the factors that make people behave as objectively analytical as possible and then provide them data from social science which they can discuss and relate to their own experiences. You are concerned, then, with further orienting your participants to what is following in the course. You are applying here concepts of change, remedy, and support (sessions 8 and 9).

Materials

Blackboard or similar device

Handouts:

4H1	Needs and desires
4H2	Motivation
4H3	The case of Mrs. Helen Smith, laboratory worker
4H4	EEO complaint procedure
4H5	Preventative supervision
4H6	Motivation, the performance multiplier

Preparation for instruction

Even if you had courses in psychology a few years ago, you will probably find it helpful to read a bit about motivation in an up-to-date textbook. Concepts have changed over the years. For example, read a chapter on motivation in any of these:

Douglas McGregor; The Human Side of Enterprise; McGraw-Hill Publishing Company; New York, New York; 1960.

Frederick Herzberg; Work and the Nature of Man, 1966; The Motivation To Work, 1968, World Publishing Company; Cleveland, Ohio.

A. H. Maslow; Motivation and Personality; Harper and Row, Publishers; New York, Evanston, and London; 1954.

Peter F. Drucker; The Effective Executive; Harper and Row, Publishers; New York; 1966.

Rensis Likert; The Human Organization--Its Management and Value; McGraw-Hill Publishing Company; New York; 1966.

Harvey Sherman; It All Depends; University of Alabama Press; University, Alabama; 1966.

Read session 4; plan what you will do. Keep focus on the individual; in session 5 you will focus on the group.

Topical Outline	Action
1. Tie-in of sessions 1-3	1. Turn attention to analysis of individuals at work
a. Classification	
b. Placement	
2. Causes of behavior	2. Have them think of incidents of employee behavior; causes Give an example
a. List of factors	a. List their "causes of behavior" on /Blackboard/ /Cross-reference/ In sessions 8 and 9, you will list these factors: physical emotional goals values experience intelligence motivation relations with others
b. Resistance to change	b. Ask them which factors are difficult-to-change items

Discussion

1. Let's now consider why employees behave as they do. Of course, we have been talking about this all along. When we discussed classification, we were looking at the processes by which managers translate organizational goals into jobs and tasks for employees. We considered how these actions influenced employee behavior. The important fact for us, however, is that the orders, directions, and expectations of supervisors do not completely determine how employees behave. They influence; they do not determine.

   When we discussed placement, we were looking at the processes by which we assign tasks to employees. We recognized that if we make the same assignment to two different people they may very well act quite differently.

   Our goal, then, is to look more carefully at our fellow workers to consider how they are alike and how they differ.

2. As supervisors, you must have often seen employees behave illogically. Think back, if you will, to at least one incident in which an employee's behavior could not be explained as a simple response to his job situation. For example, I can recall a very competent man with a good work record who became a chronic complainer. His work was the same, his supervisor the same, but he began to react differently.

   a. As you think of your employees, what guides their behavior? What makes them behave as they do? Let's list these on the board.

   /Blackboard/

   (typical responses)
   intelligence
   experience
   physical condition
   emotional balance
   attitudes
   needs
   relations with others
   self-approval
   heredity
   etc.

   b. All of these factors, then, make people behave as they do. Some we must accept because we cannot do much to change them. Look again at our list. Let's go down our list and underscore those which we believe would be difficult for us, as supervisors, to change significantly. For example, "intelligence." What about that? (Continue down list.)

Topical Outline	Action
c. Stability	c. Summarize unchangeable factors changeable, not ours to change changeable, but resistance Bring out concept of resistance to change /Blackboard/
3. Agenda individuals groups leadership	Write agenda on /Blackboard/
4. Personality	4. Explain "personality"
a. Stability	a. List on /Blackboard/: advantages disadvantages

c. Some of the factors that make people behave as they do we cannot change at all; for example, "past experience." Some we might possibly change but are outside the areas of our legitimate concern; for example, "family problems."

Your analysis shows that people are not easy to change. This is confirmed by many studies of social scientists. They find that people

/ Blackboard / tend to resist change

imposed on them by others. People are stable.

3. In the next few sessions we are going to examine this and other social science findings about people and groups. We will look at

/ Blackboard /

individuals)
groups) and task behavior
leadership) group behavior

We will look first at the individual employee whose needs and desires affect his performance. We will then look at the task behavior of groups and at attitudes and feelings which affect a group's work performance.

4. As we think about an employee who works for us, we say that he has a certain kind of personality: good, happy, unpleasant. If we say he has a pleasant personality, we mean that he was pleasant today, yesterday, and months ago and that we expect him to be the same tomorrow and the next day. People tend to keep their personalities as they now are and to resist outside pressure to change their personalities.

   a. The fact that people are relatively stable has both a desirable and an undesirable side. Let's list on the board some of the advantages and some of the disadvantages of the stability of our employees.

/ Blackboard /	Advantages	Disadvantages
(typical responses)	dependable continues good work little supervision	resists change stubborn continues bad habits

Topical Outline	Action
b. People do change	b. Contrast stability and change
Organizational need for change	
Supervisor's role	Show supervisor's role on /Blackboard/
5. Motivation (needs and desires) -forces for change	5. Make clear that you are going to talk about individuals now, groups later
motivation group forces	/Blackboard/
a. Physical laws; social principles	a. Draw analogy between magnetism, a stable physical force, and the typical employee, a stable personality

b. People do change, however. When you were young, say 18 to 25, your attitude toward the opposite sex was different from what it is today. When you married, it changed. When you were a worker, you behaved as a worker. When you became a supervisor, you changed.

   People, then, change. They change, slowly, all the time. Our problem is how to guide change in such a way as to have them contribute more to the attainment of your organization's goals.

   We can sum up the problem we face as supervisors in this way:

   /Blackboard/

   Organizations -- rapid change

   Employees -- slow change

   Supervisors -- accelerate change

   Supervisors are expected to speed up employee change processes. They need to understand the processes by which this can most effectively be done.

5. There are two major forces which can bring about change in an individual. One of these is within the individual himself. He has needs and desires which he seeks to satisfy. Secondly, he responds to attitudes and pressures from others. These two are powerful forces in the hands of a skilled supervisor.

   /Blackboard/ individual motives
   group forces

   a. To make effective use of these forces, we must understand the principles which underlie motivation and group standards.

      We know how to use physical science principles. For example, we all know about magnetic force and how a magnet attracts iron. Using this principle, the hardware manufacturers have designed magnetic door latches for kitchen cabinets.

      We are discovering many new social science principles that apply to people at work. For example, we have known for many years that if good behavior is rewarded it is likely to be repeated. The question is, as social engineers, how do we put this principle to work for us?

Topical Outline	Action
	Bring out: we examine social principles to: understand people predict their actions change behavior
b. Physiological motives	b. Focus attention on motivation /Blackboard/
	Get them to tell you basic motives; you list on /Blackboard/
	If they volunteer "status," "security," or other higher motives, push to get more elemental motives
Hierarchy: food water air	Bring out: Once basic need is met, higher needs influence us
c. Needs and desires	c. Distribute: "Needs and Desires," /Handout 4H1/.

Discussion

When we have a problem which involves a physical principle, we apply the principle rationally. For example, if a light stays off when we throw its switch to "on," we look for the cause of the light's behavior.

When we have a social science problem, are we as rational? For example, if an employee remains unchanged after promotion, do we look for the cause of his behavior? Or, do we complain about his ingratitude? We need to know social principles in order to understand people better, to predict more accurately what they will do, and to change their work performance more skillfully.

b. Let's look more closely at motivation as a cause of human behavior. Motives spring from

Blackboard	needs desires

of people. Think for a moment of something that you need more than anything else in the world. You must have it; you cannot do without it. What is it? What else?

Blackboard (typical answers)	.water .food .family .air .shelter, etc.

These basic needs a psychologist calls physiological needs. You probably do not think of all of these as strong motivating factors. Take, for example, our most fundamental need, for air. But, our air-need does not motivate us. Food, another fundamental need, does not motivate us; on the other hand, there is no question that it motivates people in countries that have food shortages. In developing nations, the needs for food, shelter, and water are motivational forces.

This illustrates a fundamental principle about motivation. Once a basic need has been satisfied, people tend to be moved by a higher order of needs.

c. Let us look at the order of our needs more closely. Will you please read "Needs and Desires," /Handout 4H1/ We will discuss it after you have read it.

Any questions?

Topical Outline	Action
Safety needs	List on /Blackboard/ safety needs they have observed
	List on /Blackboard/ personnel systems which minister to employee's need for safety
6. Motivational processes	6. Turn attention to motivational processes /Handout 4H2/ allow 10 minutes for reading
a. The case of the threatened supervisor	a. Get participants to list needs and desires of the threatened supervisor
-motivations	
-conflict of motives	Get participants to discuss at least one pair of conflicting motives Have them say how they conflict

Discussion

Let's look further at the motivations that arise from safety needs. In your experience, what safety needs have you observed in your employees?

/Blackboard/
(typical responses)

avoiding competition with others
seeking "safe" reduction-in-force status
avoiding controversy
making statements that others approve of
seeking more money

Our personnel practices reflect, of course, employee safety needs. Let's list a few on the blackboard:

/Blackboard/
(typical responses)

RIF regulations
health insurance plan
retirement system
grievance procedures
Hatch Act (protection against political removals, etc.)

6. We should now look more closely into the motivational process. Here is "Motivation." /Handout 4H2/. Will you please read it and then we will discuss it.

   a. Any questions about the handout?

   In the handout, you were asked to list the needs and desires of a supervisor who was threatened by a reduction in force in which he might be demoted. Starting at my left, let's go around the table having each one of you give a need or desire of that supervisor. We will continue until we have a good list.

   /Blackboard/
   (typical responses)

   safety
   security
   avoid loss of status
   avoid demotion
   avoid feeling of failure
   maintain self-respect
   keep place in organization

   How might security needs conflict with need for self-respect?

   /Typical response/

   Security - need for a place in organization, for income from his job, for the home this income supports.
   Self-respect - need to act in accordance with his own standards and those of his friends
   Conflict - to keep his security he may have to accept a demotion or beg to keep his present job or appeal his demotion
   - to keep his self-respect he will have to oppose his demotion, refuse to beg, or decline to appeal

Topical Outline	Action
b. Status	b. Have them give examples of civilian signs of status
	Turn attention to status among average employees --clerks, etc.
	Have them list qualities of average employees which set them apart (status)
	Have them consider 4 typists: Would punctuality be a status symbol?
	Show how, if all are punctual, punctuality gives no status
-Status is differential	Give example of status being competitive, differential.

b. In discussing motivation, we must also consider the importance of status as a motivator of behavior. In the military, status symbols are clear enough: uniform, insignia on shoulders, braid on hats, and the like. What are the signs of status in civilian life?

/Typical responses/

being called into important conferences
being informed about new developments
having a title on door
having a rug on the floor

Status, however, is sought by other kinds of people: file clerks, machinists, internal revenue agents, mailmen. These employees earn status through becoming different or distinctive in some way from their work associates. What special qualities might non-supervisory and non-managerial employees have that might set them apart, that is, give them status?

/Typical responses/

neatness, accuracy
skill
loyalty to organization
support of management
work performance (quality or quantity)

Let us look more carefully at status as a motivational force. Let's assume that we have four typists. If they are all punctual, to what extent can we use punctuality as a motivational force?

/Typical responses/

Punctuality is required of all; it is not a status symbol.

If, then, our typists have a need for status, being punctual is not going to meet that need. The need for status is the need to be recognized as an individual, as being different from others. As all the girls are punctual, being punctual is being like the others.

Think back to some time when you gave a girl a compliment. Did she say, "Oh, I bet you say that to all the girls"? She was saying that a compliment that applies to all confers no status. Status is differential, it sets me apart from my fellows.

Topical Outline	Action
7. Application: The Case of Mrs. Smith	7. Introduce case of Mrs. Smith
	Outline analytical method /Cross-reference/ In session 7, we will present these steps to diagnosis: history situation evaluation
	Emphasize: importance of analysis

Discussion

7. Let's apply what we have been discussing to a case. I will give you, in a minute, the case of Mrs. Helen Smith, a laboratory worker. The name has been changed, but the case is a report of an event that actually happened. As you read the case ask yourself these questions:

You say:	Write on Blackboard:
. What is situation?	Situation?
. Who is involved?	Who?
. What has happened?	What?
. What are the motivations and attitudes of the people involved?	Motives? Attitudes?
. What are Mrs. Smith's relationships to other employees?	Relationships?
. What is the problem--what made Mrs. Smith act the way that she did?	Problem?

Please go through your analysis before you decide what the problem is! In using this case with other people, we have found that those who analyze the case get down to fundamental causes much better than those who skip to the answer, saying, "It's obvious." This case is not obvious.

Please read now "The Case of Mrs. Helen Smith, Laboratory Worker." Handout 4H3.

Topical Outline	Action
8. Equal Employment Opportunity	
Handout 4H4--equal employment opportunity complaint procedure	
a. Case application	a. Apply procedure to Mrs. Smith's case; bring out the fact that there were EEO counselors available for Mrs. Smith to see

Discussion

8. Before proceeding with our analysis of the case, let's consider what the procedure is for processing a discrimination complaint under the Government-wide equal employment opportunity program. Here is "Equal Employment Opportunity Complaint Procedure," /Handout 4H4/, which outlines the major steps in handling such complaints.

   a. After you have completed reading it, let's apply this procedure to the situation involving Mrs. Helen Smith.

NOTE TO INSTRUCTOR

The participants should be able to work this case through at this point; however, they may also have some questions.

The following points are included for general information for the instructor to assist in answering questions that might arise. There is no attempt to cover all questions. Further information on EEO is contained in FPM Chapter 713:

Equal Employment Opportunity Counselors:

- Insofar as practicable, the counselor should try to resolve the problem within 15 days.
- The counselor shall not reveal the identity of the employee who has a complaint unless authorized by the employee.
- The counselor shall be free of restraint, interference, or any barrier in performing his duties.

Topical Outline	Action
Points for information of instructor	Information for instructor -EEO counselors -Investigation -Hearings -Decision -Appeal

SUPERVISION AND GROUP PERFORMANCE

Discussion

- It is recommended that agencies have an EEO counselor in any organization of over 50 employees and have one accessible for smaller units.
- The employees should be notified who the counselor is in their organization and their rights under EEO procedures.
- In general, the employee is required to make his complaint within 15 days of the incident which gives rise to the complaint.
- The complainant has a right to a representative if he chooses. The representative may be another employee of the agency or any other person.

Investigation:

- The person investigating cannot directly or indirectly work under the head of the organization in which the complaint arose.
- The complainant or his representative gets a copy of the investigative file.
- After the employee who has a complaint has a chance to read the file, the agency again attempts an informal settlement.
- If one is reached, this is recorded and placed in the complaint file.

Hearings:

- The agency gives the employee 7 calendar days to decide whether or not he wants a hearing. Generally, if he does not reply, the agency renders a decision.
- If the agency chooses an appeals examiner, the CSC supplies the name of a certified examiner.
- The examiner reviews the total complaints file before the hearing to determine if additional investigation is needed.
- Attendance at the hearing is limited to persons determined by the appeals examiner to have a direct connection with the complaint.
- Rules of evidence shall not be applied strictly.

Decision by Head of Agency or Designee:

- When the agency in its decision rejects or modifies the recommendation of the appeals examiner, the reason must be shown in the letter of decision to the complainant.
- All documents in the complaint file must be available to the complainant or his representative.

Appeal to Board of Appeals and Review

- The complainant has 15 calendar days to file his appeal to the Civil Service Commission's Board of Appeals and Review.

Topical Outline	Action
b. Causes	b. Causes of complaints Handout 4H5 preventative supervision

Discussion

Other:

- The Federal Women's Program is now integrated into the overall EEO Program.
- Honorary recognition is now available for those persons who make significant contribution to equal employment opportunity. This recognition is not limited only to employees having EEO functional responsibilities.

b. Many times we supervisors are unaware of situations which lead to discrimination complaints. This handout, "Preventative Supervision,"/Handout 4H5/, points out some of the areas that were identified by the Civil Service Commission Board of Appeals and Review as causing agencies a large number of complaints.

Are there any questions or comments?

/Points to Bring Out/

- The supervisor is the real personnel manager who translates the EEO program from paper to action.
- The supervisor has to be sensitive to the needs and problems of everyone in his work force.
- Equal Employment Opportunity applies to such ethnic groups as Indians, Spanish Americans, and those of Oriental origin. These groups often are ignored because of a group's size in some areas.

Topical Outline	Action
c. Questions run through page 4-37; then case of Mrs. Smith continues, starting on page 4-38	c. Questions helpful in generating discussion of EEO The list of questions focuses on many more areas of discrimination Questions 1 and 2 relate back easily to merit promotion

c. Here are some questions to challenge you.

(1). How do people find out about vacancies in your unit?

- Through acquaintances already on the rolls? If your work force contains few or no minorities, how likely is it that minority-group people are going to find out about job opportunities through your present employees?
- Through agency recruitment at high schools, colleges, and trade schools? Do the recruiters go to the predominantly minority schools as well as to those attended primarily by those who are not members of minority groups?
- Through job fairs or career days, or through contacts with professional societies or labor organizations? Are these sources likely to include representative numbers of men and women from all ethnic backgrounds?
- Through advertising or public announcements--newspapers, radio, TV? Are the media used seen or heard by all segments of the community?

(2) How do you go about selecting individuals from groups of eligible applicants?

- Do you set realistic qualifications for the job--just those which are necessary, so as not to screen out a lot of people who could do the work if given a chance?
- Do you evaluate applicants objectively, or do you tend to require some "overqualification" for members of particular groups?

Topical Outline	Action
	Question 3 relates to the later session on the "new employee"

- Are your pre-employment interviews or correspondence sympathetic and considerate of the applicant's feelings, regardless of his or her race, etc.? Do you avoid condescension or hostility toward members of any group? Do you give minorities (including women) the feeling that you would like to have them working for you?

- Do you avoid using personal criteria that may reflect your personal prejudice or that of other members of your work force? Do you unconsciously require that minority applicants look like movie stars and talk like diplomats, while other applicants need only be ordinary people?

(3) How do you introduce new employees to the job?

- Do you allow for the special problems some people from disadvantaged groups may bring to the job with them?

- Do you realize minorities may feel unwanted and unwelcome, because they've been made to feel this way in other places?

- Can you envision them as being afraid and insecure in a strange and (to them) potentially hostile atmosphere? Can you sympathize with them even when their pride forces them to mask this insecurity by acting aggressive?

- Do you give those employees who are new to the world of

Topical Outline	Action
	Question 4 can be related to MUST program (Maximum Utilization of Skills and Training)

work some special help in learning the basic rules and habits of work - things they haven't had previous opportunity to develop?

- Do you enlist other employees' assistance in making the newcomers feel they are part of the organization - not just at the work station, but also at lunch, coffee breaks, and other work-related social activities?

(4) Once they are on the rolls, what do you do to help and encourage those who show potential for advancement?

- Do you try to identify employees with skills and talents that aren't being utilized in their work, but could be?
- Do you learn enough about all your employees to recognize those who have the potential to do more responsible (and better paying) jobs? Do you encourage them to compete for advancement?
- Do you ascertain which employees need additional training or preparation in order to compete effectively for promotion? Do you advise and assist them in getting the training they need? Do you assure that all employees are notified about training opportunities announced by the agency?

Topical Outline	Action
	Question 5 relates back to merit promotion

- Do you give all employees equal consideration for temporary assignments, details, "acting supervisor" roles, or other assignments which may enhance their qualifications or give them a chance to show what they can do?

(5) Are all of your employees aware of the requirements and procedures for promotion? Do you help them learn what they must know or do to qualify for promotion?

- In considering candidates for promotion, are you guided by considerations similar to those outlined in question 2?

- Do you give equal consideration to promotion of minority employees to lead or supervisory jobs, without regard to possible objections from bigoted employees who may wind up working for them?

- Do you help employees who fail to be promoted determine what they need to do to improve their chances next time?

- Have you examined your past promotion actions to see whether in toto they evidence a pattern of discrimination against particular groups, although individually they can be defended? In other words, do women or members of a particular ethnic group consistently get passed over, even though they are qualified?

Topical Outline	Action
	Question 6 relates to session 2 and division of work

- Do you unconsciously think of minority or female employees as promotable only to certain types of jobs--e.g., staff but not line, "back room" but not public contact, etc.?

(6) Is your on-the-job treatment of employees reflective of a real interest in their job satisfaction?

- Do minority employees get equal consideration in allotment of working space, convenience to facilities, comfort, etc.?

- Are equipment, tools, and supplies available to employees who need it on an equal basis?

- Do you use the same courtesy titles in addressing employees of all ethnic backgrounds? Do you use the same tone and inflection in giving orders?

- Are you careful not to use, or permit others to use, objectionable terms or ethnic slurs--including the subtle ones? If an employee says he is "black," do you accept his choice, or irritate him by using "colored"?

- If you select or recommend employees to participate in rating panels, suggestion committees, employee social or advisory groups, bond or charity drives, etc., do you make a conscious effort to assure that minority employees are included?

Topical Outline	Action
	Question 7 also relates to division of work

Discussion

(7) Have you reviewed your work assignment practices to assure there is no discrimination, or appearance of discrimination?

- If some work assignments are considered more pleasant (or unpleasant) than others, are you careful to see that these are not consistently given to members of particular ethnic groups?

- If some work or duty stations are considered more desirable or prestigious than others, are employees representative of all groups given equal opportunity to work there?

- When there is overtime, do employees regard it as good or bad? Does your system for determining which employees work overtime permit members of all groups to participate?

- If you set (or influence management in setting) hours of work, do you consider whether transportation is available at these hours to and from the areas in which employees of various ethnic backgrounds live?

- Have you surveyed the jobs in your unit to determine where their restructuring could result in better utilization of scarce skills of some employees, and opportunities for those with lesser skills to learn new responsibilities?

Topical Outline	Action
	Question 8 can be related to the later session on "Departures from Standards"

(8) If you have to administer discipline, are you careful to do so impartially?

- Do you impose equal penalties on minority and other employees for the same infraction under similar circumstances?

- Do you criticize employees of a particular group to the point where they might legitimately look on your criticism as harassment?

- Are you certain that all employees are aware of the rules affecting employee conduct, and that they understand them?

- Do you review your own work and conduct rules for employees to assure they do not unreasonably burden members of a particular group?

- Have you made sure that all employees are aware of their rights in the event they are accused of violations?

(9) Finally, have you informed yourself about the Federal Government's equal employment opportunity program, and the action programs and plans of your own agency and installation?

Topical Outline	Action
9. Case of Mrs. Smith continues	9. Case discussion
a. History	a. Bring out what is known about Mrs. Smith
-of Mrs. Smith	
-Mr. Monarch	Get participants to dig out of case what is known about Mr. Monarch
	How communicate? You may have to supplement this. Have story ready to illustrate what you mean.
-Motivation . Safety . Social . ego . Self-fulfillment	Using hierarchy of motives, get group to tell you Mrs. Smith's motives. Start with safety. Encourage them to get empathy with Mrs. Smith. If they were in her situation, what would be their motives

Discussion

9. On the basis of the information we have developed, we are now in a position to analyze the case of Helen Smith, the Laboratory Worker.

   a. What is the situation? Let's start with the people who were involved. What do we know about Mrs. Smith?

      /Points to bring out/

      . filed a complaint in 1967
      . transferred in 1968
      . received $25 suggestion award in 1968
      . is threatened by technological change
      . reacts emotionally
      . told others she would stop reassignment
      . files discrimination complaint
      . is a good worker
      . lacks enough work to keep her busy

      What do we know about Mr. Monarch?

      /Points to bring out/

      . hears Mrs. Smith goofed off
      . believes she needs more work
      . found more work in Metabolic Division
      . assigned Mrs. Smith to two divisions
      . attempts unsuccessfully to talk to Mrs. Smith

      How did Mr. Monarch communicate to Mrs. Smith?

      /Points to bring out/

      . language of efficiency
      . coldly logical
      . reflected feeling that Mrs. Smith is goofing off

      What motivates Mrs. Smith?

      /Typical points/

      Safety:
        . Need for a job
        . Fear of losing job
        . Fear that a new job would be hard to find
      Social:
        . Desire to be liked by fellow workers
        . Uncertainty as to how she can deal with two bosses
        . Fear that two bosses will conflict; she will have trouble
        . Uncertainty as to attitudes of new work associates

Topical Outline	Action
- attitudes	Try to get them to look behind the attitudes- what causes them? Not many participants will know about rationalization, projection, and withdrawal--help them
- relations with others	Bring out, from case, Mrs. Smith's relations with others It's difficult to locate--but it's implied
b. Diagnosis--what makes her behave this way?	b. Get them to build a model of Mrs. Smith Mrs. Smith Again, this gives you a chance to build toward session 9 /Cross-reference/ physical experience emotional intelligence goals motivation values relations with others

Ego:
- Fear that new job will lower status
- Feeling that having two bosses will lower status
- Feeling that she is being treated differently because of race
- Threat of situation to feelings of self-respect
- Feeling that change is due to inferior performance in present job

Self-fulfillment:
- Need to feel that new work is worthwhile

What are Mrs. Smith's attitudes: What causes them?

/Typical points/

Attitudes	Cause
They are unfairly prejudiced.	Rationalization: explaining to self why others act so unreasonably.
Mr. Monarch is prejudiced.	Projection: Mrs. Smith is prejudiced, but denies this and transfers her prejudice to others.
Cried and walked away.	Withdrawal: refuses to face situation which threatens her.

What are Mrs. Smith's relations to other employees?

/Typical points/

- Confides in others (about unfair treatment)
- Visits with other employees (sometimes irritates when she takes too much of their time)
- Most of the time, gets along adequately with fellow workers
- Seems to observe the standards set by her fellow workers

b. What makes Mrs. Smith behave as she does?

/Typical points/

- Needs and desires
- Emotional balance
- Experience (including education)
- Intelligence
- Attitudes toward others
- Self-approval

Topical Outline	Action
c. Evaluation	c. Get group to summarize the causes of the problem
- Management's communications	Help group outline management's failures in this case
- Mrs. Smith's feelings	
- How help Mrs. Smith	Have group analyze how management can now communicate to Mrs. Smith. Has Mr. Monarch cut himself off from Mrs. Smith?
10. /Summary/	10. Summarize discussion. - get group to do it, or - do it yourself
Factors affecting behavior . experience . intelligence, etc.	

c. Summary of case

Do we have enough information now to summarize what happened to cause this problem with Mrs. Smith? If we do, how do you now see this case?

Points to bring out

- Management spoke to Mrs. Smith with cold logic
- Mrs. Smith reacted to management's communications as threatening to her
    - ego
    - social relations
    - safety
- Management failed to prepare Mrs. Smith for a change in her work and her relations to others
- Management, fundamentally, disregarded Mrs. Smith as a person

At this point can we help Mrs. Smith?

Points to bring out

- She must respect the one who counsels her
- She must believe organization has merit policy
- She must accept need for the change

    - Then we can help her.

10. Summary of session to this point

What makes an individual behave the way he does? Let me summarize briefly what we have been discussing.

A person behaves the way he does because of a number of things, including his:

intelligence — emotional balance
experience — attitudes toward others, and

his motivation. Motivation is an important determiner of behavior.

Motivation arises out of the fact that people attempt to maintain their personalities about the same way they are. That is, they seek to keep themselves in equilibrium.

Topical Outline	Action
11. Handout 4H6 Motivation, the Performance Multiplier	11. Summarize and give out "Motivation, the Performance Multiplier"; allow about 10 minutes to read

Discussion

11. Let's look again at the motivational process. I will now distribute "Motivation, the Performance Multiplier." /Handout 4H6/. It has suggestions as to how a supervisor can make use of the force of motivation. Have you any questions about this handout? Let's consider a young lady who is a typist. She has been with the organization about one year. She types neatly and accurately but is occasionally careless in spelling and proofreading. She is attractive, young, and not engaged to be married. Think of some employee that you have seen of this type and let's review her motivations.

Topical Outline	Action
a. Motivation processes	a. Discuss the typist's motivations

Discussion

a. What do you think her motivations are likely to be?

Typical responses

- to get married
- friendship with young men
- to get her own home
- to have nice clothing to wear
- to have a reasonable amount of money in the bank
- to have fun
- to have friends
- to have acceptance by other typists
- to avoid unpleasant comments by her boss
- self-respect

Now let's take an entirely different kind of person. Our typist is not career-oriented. Let's consider a young man, college graduate, married, one small child, accountant GS-7. What needs do you think such a person would have?

Typical responses

- recreational games (golf, etc.)
- a good home
- security for his family
- increasing money to meet his increasing family needs
- friends with common interests
- maintaining membership in his work group
- becoming recognized as a competent accountant
- conforming to accounting ethics
- eventually becoming a supervisor of other accountants
- discovering a major accounting error
- being right
- success in his job
- advancement in his career
- self-respect
- professional competence
- job challenge

These two people illustrate the tremendous difference in our motivational patterns. Not only are the patterns of our motivations different; our reactions to the same motivation are different. We all need food from time to time but we have widely different attitudes as to what food will meet our needs. A Muslim will starve rather than eat pork. Many Americans reject horse meat.

Topical Outline	Action
b. Discussion of needs vs. goals	b. Discuss common needs, varying goals
	Get them to give example of need for prestige; different ways of satisfying it. Blackboard
	Have them go over list of needs and desires in 4H6; apply it to themselves. (NO discussion.) Allow about 5 minutes
12. Summary	12. Summary summarize whole session - get participants to do it, or - do it yourself. Blackboard

b. Applying this to Figure No. 1 in handout 4H6, we are saying that we have common needs but we have widely varying goals and select very different ways of acting to reach our goals.

Let's apply this to an ego motive, the need to get prestige. Let's list the goals that employees we know might set for the satisfying of their need for prestige.

/Blackboard/ (Typical responses)	writing--professional articles speaking--professional groups membership in community groups

In the handout, it states that to understand the needs of others you should first understand your own needs and desires. I suggest that each of you now prepare a list of your own needs and desires, a list which you will not show to me or anyone else.

We have considered motivation separate and apart from the effect of work groups on individual performance. We have done this because we cannot consider the two things simultaneously. In the next session you will see how group attitudes and feelings affect work performance.

12. /Summary/

Up to now, I have done much of the summarizing for us. Now, I would appreciate it if you would join with me in summarizing what we have been discussing about motivation. What are the key points for us to keep in mind about motivation?

/Key points/	/Blackboard/
. Employee behavior is strongly influenced by needs and desires	Determines behavior
. These needs and desires change, but they change slowly	Changes slowly
. The fact that people are essentially stable is a good characteristic, but it makes a supervisor's job a difficult one	Stable

Topical Outline	Action
	Continuation of key points

--End of Session--

Discussion

Key points	Blackboard
. The supervisor will find in motivations a powerful force to help bring about change in employees	Useful to us
. Although we are usually moved by many different needs, we are more likely to be moved by a higher order of needs when the basic needs have been met	Motives: self-fulfillment) ego) social) useful safety) physiological)
. In the work-a-day world, the most important needs are ego, social, and safety	
. The motivation cycle starts with equilibrium and goes through need, awareness, goal-setting, selection of behavior, and action	Equilibrium motivation
. At times, motives support each other and at times they are in conflict	Conflict: aggression withdrawal, etc.
. Conflict may cause indecision, aggression, negativism, irrationality	
. The motivation of status is competitive. If all persons are alike, none have status	Status--competitive

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UNITED STATES CIVIL SERVICE COMMISSION
Bureau of Training
Washington, D. C. 20415

SUPERVISION AND GROUP PERFORMANCE

INSTRUCTOR'S INSTITUTE

Instructor's Study Guide

Session 5

I. General comments

Session 5 is a session that most participants find quite interesting. The session is of particular importance because of the central role that groups play in supervision. As with the previous session, most of your supervisors will relate many of the concepts discussed in this session to their own situation and will, accordingly, be quite curious about all aspects of group activity and how they relate to supervision. You should, therefore, be prepared to discuss the concept of the group and all of the characteristics of groups in the context of everyday working situations. One way of accomplishing this is to turn part of the discussion into an analysis of the class itself. Two techniques which have been helpful in this regard (but which are not exercises integral to the session) revolve around the role of the instructor, and the group standard regarding the length of coffee breaks.

With respect to the role of the instructor, the discussion is usually started by the instructor raising the question, "Why are you listening to me?" From this the group can be led into a discussion of the instructor's qualifications (about which they really know nothing), and a very important point can be made about roles. They react to the instructor, initially at least, strictly on the basis of his role in the group! Because he is the instructor, they assume he is qualified; they assume he has studied a great deal of psychology; they assume he has had considerable experience in supervision and/or the teaching of supervision; and all sorts of other totally unwarranted things. This particular discussion can be helped along by constantly challenging the group with questions such as "How do you know that?", "Are you sure of that?", "Do you know that to be a fact?", and the like. Finally, the point of their reacting to the instructor on the basis of his role can be underscored by asking them the question, "If at the very opening session of this course I had come into the room and quietly taken a seat somewhere along the side of the table and never indicated that I was the instructor, would any of you have had any reason to believe that I was?"

Another lively discussion can be sparked by asking the question, "How long do we take for a coffee break?" If you have purposely avoided specifying any set length of time (you may be asked how long to take, when you break for coffee during the first session, and will have to be evasive in order to set this discussion up for this session), you will be in a position to point out to the group that you have deliberately avoided telling them how long they should take, but that they all come back at the end of _____ minutes. This, then, is a standard the group has established itself, and leads logically into a discussion of where such group standards come from. In this particular case, the standard will probably reflect the amount of time that is taken for coffee at the various agencies represented around the table -- in other words, the group has merely adopted a standard that prevailed somewhere else and used it. Other standards will probably be noted in the group and can be used for the same kind of discussion -- few, if any, of the men will appear without a coat and tie; and it is quite doubtful that any of the women will be wearing slacks.

A large part of the success engendered by the kind of discussion just described arises from the fact that the discussion deals with, and centers upon, what psychologists call the "here and now." That is to say, the group will be vitally interested in the discussion because things being discussed have grown out of the group itself -- they are both real and present to them. Other instances may arise when some aspect of the class itself can be used to make a point; such opportunities should be seized whenever possible. They bring the point home much more effectively than any abstract lecture or exercise.

II. Relationship to other sessions

This session probably relates directly to more of the other sessions in the course than any other single session. It relates, first of all, to session 4 and shows how an employee's motivation can be affected by the group situation in which he finds himself. It relates to session 6, in that we discuss leadership of a group in this session and then go on to discuss the entire area of leadership, authority, power, and influence in the next. Sessions 7 and 9 are directly related to session 5, being devoted entirely to a study of functions within a group -- learning to observe what is actually going on in a group, diagnosing the situation that exists within the group, and collecting facts about the way in which group task and group maintenance functions are being performed in a group. Similarly, this session lays the foundation (along with session 4) for the discussion of bringing about change -- the subject of session -- and demonstrates one of the primary reasons why the supervisor is a man in the middle (as discussed at length in session 10).

As can be seen, this is a central session. Mastery of the material presented in this session is vital to the participant's understanding of the rest of the course. For this reason, we believe the instructor is justified in spending more than the alloted amount of time on this session, if he feels additional time is necessary.

III. Purposes of the exercises

The two short workshop exercises included in this session are quite simple, and are designed to demonstrate two points about groups:

1. The exercise centering around the selection of a person for prolonged, close association is designed to demonstrate the point that, although all of the participants are thinking of different people, they nevertheless choose and reject various individuals for essentially the same reasons. This, then, shows that groups (since they are, after all, made up of individuals) will accept or reject people for fairly specific reasons.

2. The exercise centering around identifying individuals whose participation in a conference differed demonstrates the fact that individuals may actually play more than one role in a single situation, and that they may shift back and forth from one role to another.

IV. Expected results of the exercises

The two workshops that are a part of this session are quite simple and will almost invariably provide the instructor with the kind of data needed to make the points discussed in III. The lists of characteristics on pages 5-10 and 5-12 in the Instructor's guide can be almost always derived from the statements the participants will make in connection with the first exercise. Similarly, the roles spelled out on page 5-22 can also be identified in the comments the participants will make in connection with the second exercise. As a result, it is wise for the instructor to familiarize himself with the contents of these two lists in order to be able to "rephrase" the participants' comments in an appropriate manner.

V. What the exercise results mean

The results of these two exercises will demonstrate to the group the applicability of what has been said about groups in general to their own particular work groups and to themselves. They will, in short, act to prove the truth and value of the "theory" you have been discussing up to this point.

VI. Problems or difficulties inherent in this session

This is a relatively easy session to conduct, and is one that is comparatively free of problems. The main difficulty that may be encountered will be one of time. Participants are usually quite eager to discuss the points covered in this session at length, and the session is of such importance as to warrant thorough coverage by the instructor. As a result, instructors quite frequently find that this session takes longer than expected.

As with the previous session, some difficulty may be experienced in getting the students to summarize the session. This is, however, largely a matter of conditioning; if the instructor will both insist, and lead them through it, they will do it.

Session 5

The Work Group

Purpose

Your objectives: (1) get your group to consider what makes a group behave differently from a collection of individuals; (2) get them to consider the interrelationship of the factors that affect groups; and (3) get them to think how these factors fit groups in which they have membership.

Time required

2½ hours, approximately

Plan

1. What is a group?
    - Primary groups
    - What do we mean by a group?
2. Membership, group goals, and group attitudes
3. Applications: how to use these factors
4. Standards, structure, and communication
    - Roles
5. Questions about a group for a supervisor
6. Summary

Notes

This session leads your participants into discussions and analysis of factors which affect group behavior and hence which affect their own leadership. You will be getting them not only to analyze groups abstractly, but also to look at themselves as a group and to think about the group that they supervise. As you feed them social science information about groups, it may seem to make their own behavior as group leaders appear to be somewhat less than ideal. You should, therefore, give them time both to react and adjust to the concepts as you press steadily forward.

We have kept our workshops fairly simple in this session. We want you to get the participants used to such exercises and prepare them for the more involved workshops that follow. For example, in the workshop on the roles of initiator and follower we have them write down their conclusions. We do this because early in a group's life people are often reluctant to expose their real feelings about others. Writing down their conclusions will help them the first time. Later, as they find out that the rest of the participants feel much as they do, they will speak up more freely.

This session is the high point in your effort to orient your participants to what follows in sessions 8 and 9. You may be asked by your participants what you mean by "a role." They may question whether leadership is a group role because they feel that leadership is an appointive position which obtains its authority by delegation from management. Plan how you will deal with this. For your information: Davis, on page 40 in Human Relations at Work (2d edition, McGraw-Hill, 1962) defines a role as a "social position which an individual occupies in any activity." Among the kinds of roles one finds in small groups are initiators, gate keepers, harmonizers, and consensus testers. Note that in all these roles, leadership is given to the group in its effort to reach group goals. We feel that a supervisor should be capable of performing leadership roles that his group needs. This concept will be developed in this and later sessions.

Materials

Blackboard or some similar device

Handouts:

5H1, What do we mean by a group
5H2, Questions about a group for a supervisor

Preparation for the instruction

If possible, read a modern text on group behavior. Some supervisor training texts have such material. Or look at a standard sociological or psychological textbook such as: Krech and Crutchfield, Social Psychology; John M. Pfiffner, the Supervision of Personnel, Human Relations in the Management of Men (in the 1959 edition of Pfiffner, see Sections III and IV on supervision and motivation); and James H. Davis, Group Performance, 1969.

Topical Outline	Action
1. What is a group?	1. Turn group from consideration of individuals to work groups Stress: social science findings
a. Primary groups	a. Ask: how does a work group differ from a collection of individuals awaiting assignment in a personnel office?
Common: Tasks Experiences Social relations Attitudes Language Empathy Leadership Roles	/Blackboard/
b. What do we mean by a group?	b. Distribute /Handout 5H1/ reading time: 7-10 min. Ask: Are we a group? How do we fit the definition of group (5H1, top of page 2)?

Discussion

1. In the last session, we looked at employees as individuals. In this one, we will look at work groups made up of employees. You and I are, of course, members of work groups. Social scientists have studied such groups for years now and find that the attitudes and feelings of work groups have a significant effect on work performance and work behavior. We will look into this to see why this is so.

   a. What is a work group? How does it differ from a collection of individuals? Think first of your work group and then think how your work group differs from a collection of a half-dozen recruits who are sitting in the personnel office awaiting assignment. Let's list on the board what your work group has that the recruits do not yet have:

/Typical responses/	/Blackboard/
. work to do	common tasks
. being together a long time	common experiences
. going to lunch together	common social relations
	common attitudes
	common language (slang)
	knowledge of each other's needs

   b. Let's now read "What do we mean by a group?" /Handout 5H1/

   Any questions?

   Let me ask you a rather direct question. Are we a group?

/Typical responses/	/Instructor comment/
. yes, of course	. looking at the definition of a primary group at top of page 2, how do we fit that list?
. aren't we becoming one?	. what do you see in us that makes you say that?
. no	. what do we lack?

Topical Outline	Action
	Ask: What has happened to make you feel membership in our group?
2. Membership, group goals, and group attitudes	Ask: when a newcomer becomes a member, how has he changed? How has the group changed?
. Membership Feeling of belonging Identification with others Concern of all for each member Satisfaction from membership	
a. Group goals . Work-related Cover for absent ones Build group reputation Increase group skills Avoid RIF (negative!) Stability in policies and procedures (= or -) Comfortable work climate Pleasant working conditions . Not work-related (not directly) Be in on gossip and news Arrange recreational activities Maintain social relationships Maintain social relationships Maintain community standing Share humorous stories	a. Ask: give examples of group goals that are work related and those not work related.
. Characterisitcs Short-range: meet today's needs Long-range: maintain group's continuity foster group's growth protect group from adverse change Arise from member and group needs A driving force affecting: Behavior Attitudes Commitment Standards	Discuss: points under topical outline

Discussion

In the handout, you read a definition of "membership" in a group. What has happened, so far, if anything, that would make you feel like a member of this group?

/Typical responses/	/Instructor comment/
. We were introduced by name	. Yes, and what else?
. We talked at coffee break	. How does that build membership?

2. Think back to your own work group. When a new person joins your work group he is not yet a member. Later on, he feels that he is fully a member of this group. How has he changed and how has the group changed?

/Points to bring out/

- A man is a member of a group when he talks about the group as "we" and "us" and others as "they" and "them".
- A man is a member of a group when his absence is noted; his group cares about his personal goals and personal misfortunes.
- Members enjoy each other's company more than that of outsiders.

a. Pages 2 and 3 of the handout refer to group goals. Sometimes group goals are work-related, sometimes not. Can you give us examples of each type of group goal--work-related and not?

/Typical responses/	/Instructor comment/
. My group's work goals are clear--we turn out widgets.	. Your work goals are clear. What goals unrelated to work does your group have?
. We have a work-related goal, but it does not support work performance. Our group seems to have as a goal to keep its work procedures unchanged.	. They have a goal of stability. Very good. Have we other examples of this type of group goal?

Points to bring out

- Some work group goals are immediate and short-range. For example, a group will seek to cover one man's job while he is out sick.
- Some group goals are longer range. For example a group may seek to apply the latest mathematical techniques to computer operations.

Topical Outline	Action
b. Group attitudes	b. /Workshop/

Purpose: Draw out reasons for liking and disliking (attitudes)
Time: 15-20 min.
Plan:
1. Give case
2. Select teammate
3. Write down "why chose?"
4. Reject a person
5. Write down "why reject?"
6. Blackboard: List reasons for liking.
7. Discussion
8. Blackboard: List reasons for rejecting
9. Discussion

Materials: Blank paper

/Blackboard/ Two headings:

Liking	Rejecting

Give: case

Ask: select your teammate
Ask: why did you choose him?

- Some group goals are work-related. Most work group goals are. Some, however, may be work-related but hardly helpful from a management point of view; for example, a group goal to keep down production in order to avoid a reduction in force.

- Some group goals are not work-related: a group goal to develop a happy, pleasant social relationship which may result in bowling, card playing, or other social activities.

- Goals, then, spring from the needs of members (for security, for example), and from group needs (as, for working conditions which build a group's status).

- Groups are not always clear about management's goals.

- Goals are a driving force that affect the behavior of members of a work group. The more membership the employees feel and the clearer the goals are, the more effect they have. Goals have more effect when members feel committed to them.

b. Page 4 of the handout refers to "common attitudes." I would like to have you try an experiment on common attitudes. Please have a piece of blank paper and a pencil ready to use. I would like to have you think what makes you like or dislike a person. To help you do this, I want each of you to put yourself in this situation:

- You are one of two persons on duty during a day shift over a three-day holiday. Only you, your associate, and building guards will be on duty on those three days.

- You and your associate will answer unusual telephone calls, answer non-routine questions from guards, and in general make decisions about the administration of the activity or the handling of emergencies.

- From past experience, you expect that you and your teammate will be free to read, talk, and catch up on office work most of the time. In an emergency, of course, you two will have to act quickly and decisively.

You may select anyone whom you consider appropriate for your teammate. Think of people whom you have known well and choose one of them in your mind as your teammate.

Have you thought of your teammate?

Topical Outline	Action
	Ask: select a person you would reject
	Ask: why did you reject?
	c. Blackboard list answers to: why did you select him?
c. Liking Similarity Complementary Common tastes Supportive Stability Adaptability Sociability Skill Availability Status	

Discussion

OK, why did you choose him? Write on the paper as rapidly as you can why you chose this particular person. Use short, brief statements such as "good friend."

I think most of you have listed enough factors. Now, before we discuss your list, let's do one more thing.

Among the people you have known, which individual would you reject as a teammate under these circumstances?

Have you thought of your rejected person?

Now, why did you reject him? Write down as rapidly as you can why you rejected this particular person. Again, please use short, brief phrases.

Let's list on the left-hand side of the board your reasons for liking a person and on the other side your reasons for rejecting.

/Blackboard/ Liking Rejecting

c. OK. Why did you select the person you liked?

/Points to bring out/

- Similarity: We choose people because we think they are similar to ourselves.
- Complementary: We choose people because they have something that we lack and admire.
- Common tastes: We choose people because they like the same things that we do.
- Supportive: We choose people because they are solicitous of our feelings and support what we do.
- Stability: We choose people because they are emotionally stable and have self-control.
- Adaptability: We choose people because they can adjust quickly to changing situations or because they are tolerant of our mannerisms and behavior.
- Sociability: We choose people because of their good humor and ability to get along well with us and others.
- Skill: We choose people because they have knowledges and skills which will help us attain our goals.

Topical Outline	Action
	When you discuss status: ask if person liked was (a) same or higher rank?
	People tend to pick persons of same or higher rank
d. Rejecting	d. Ask: why did you reject? /Blackboard/ list answers
Dullness Egotism Tactlessness Unrewarding relationship	

- Availability: We like people because we know them, because we have worked with them, or lived next door to them -- that is, they were available to talk to us.
- Status: What is the status of the person we picked?

Think back to the person you picked to be with you. Was he of higher rank than you or about the same rank? Or was he of lower rank? Let's have a show of hands of those who picked for the duty, a man at the same or higher rank? How many picked one of lower rank?

/Point to bring out/

- Status: Most people pick a person of the same or higher rank and avoid a person of inferior status. This is an important asset for a supervisor.

d. Let's go back to your reasons for rejecting a person as your fellow-sufferer over a three-day holiday. Why did you reject the person you dislike?

/Blackboard/ Liking Rejecting

/Points to bring out/

- Dullness: We avoid people who are dull, slow, or stupid.
- Egotistical: We avoid people who are unduly aggressive or egotistical.
- Tactless: We avoid people who are unskilled in human relations, who demand excessive amounts of attention, or who seek constant praise.
- Unrewarding relationship: We also reject persons who are unpleasant, hot-tempered, and the like. To sum up, we reject people when we find that association with them is unrewarding.

Topical Outline	Action
3. Application: How to use membership, goal-seeking, and group attitudes.	3. Turn to application, list factors on /Blackboard/
a. Membership	a. Ask: how to build membership in a work group?
. How to build membership?	
Be a member yourself	
Respect group's social requirements	
Demonstrate technical skills	
Show concern for personal needs	
Respect group attitudes	
Foster pride in group's performance and standing	

3. So far we have analyzed these factors:

[Blackboard]

Membership
Group goals
Attitudes

a. Now let's consider how a supervisor can make use of these forces that we find in primary work groups. First, from your own experience, how do you think a supervisor can build a strong feeling of membership in his group. What have you seen done?

[Typical replies]	[Instructor comment]
. Good leadership	. Would you explain that?
. Assign an old hand to each new worker	. You see to it that new employees become members. How do you strengthen membership feeling among old hands?
. Just leave it to the group	. You feel that the group will resent a supervisor's efforts to build membership? Why might they feel this way?

[Points to bring out]

- If his subordinates accept a supervisor as a member, he will be able to communicate better with them on membership problems.
- If a group looks primarily for social skills among its members, membership may depend on bowling skill, joking ability, and card-playing ability, rather than on work-related activities. Basically, people like to have pride in the group they belong to; hence, if they believe their group is outstanding in some way, membership will be attractive to them. The supervisor's goal is to get them to have pride in the group's performance and status.
- Work skill is a natural qualification for work group membership. A supervisor's problem is how to foster group attitudes that make membership dependent on work skills. This involves, in part, guiding a group's goal-setting activities. This involves his demonstrating his own technical skills.

Topical Outline	Action
	/Cross-reference/ The point on the "man in the middle" will be explored in more detail in session 10.
b. Group goals	
How to influence group goals?	
Analyze present goals	Ask for example: how would you get your group to adopt this new goal--self-development?
Analyze your own goals	
Identify influential members	
Build good relations with group	/Cross-reference/ In session 9 you will explore change processes in more detail. See for example handout 9H1-9.
Demonstrate concern for individual and group goals	
Interest group leaders in new goal	
Orient all to new goal	
Have group participate in setting new goal	
Reinforce behavior which is leading to new goal	

- As a special member of a work group, a supervisor must make others in the group feel his genuine concern for their personal needs, but he must also be genuinely concerned about management's needs. He is the man in the middle.

b. From your experience, how do you think a supervisor can get his work group to establish group goals that fit in with management's goals? We said, for example, that a group may have as a goal the establishing of a happy social climate. How can a supervisor get his group to have as a goal the establishing of a climate of self-development or any other management goal?

/Points to bring out/

- A supervisor must analyze his group's goals before he seeks to build new ones or change old ones.
- A supervisor must also analyze each employee's individual goals.
- Where should he start? Probably with the most influential person in his group. How should he start? He must support good attitudes and seek to change those that are not constructive and helpful.
- He must make each individual and his group feel his genuine concern for individual and group goals.
- Example, for self-development:
    - Look at his self-development needs, start his self-development.
    - Let his group know about his self-development efforts
    - Pick an influential, flexible member of his group and seek to interest him in self-development (and try others)
    - Let others know about self-development efforts of group members
    - Have group discuss self-development
    - Reinforce self-development efforts as they show up

Topical Outline	Action
c. Summary	c. Summarize your discussion in this session
An influential supervisor:	
Compatible with group attitudes	
Supportive, adaptable	
Skillful (technically)	
Stable, emotionally balanced	
and	
Not dull	
Tactful	
Not egotistical	
Skillful in human relations	
4. Standards, structure, and communication	4. Turn back to handout 5H1, page 3
a. Group standards	Ask: have we as a group developed any standards?
	Ask: how does a supervisor set standards?

c. Summary

To be an accepted member of the group, influential in the development of group attitudes and group goals, a supervisor should:

- Act in a manner that is compatible with group attitudes
- Be supportive, adaptable, skillful
- Be stable and emotionally balanced
- Be available to his group

and

- Avoid dullness
- Be tactful
- Avoid egotistical behavior
- Be competent in human relations

4. Let's turn back to handout 5H1 on page 3. It says, "Each group establishes standards of conduct for its members. These standards are the group's expectations of its members. They are the understandings as to what the members ought to do in given situations...."

a. Have we, as a group developed any standards?

/Typical responses/	/Instructor comment/
. We all take off our coats.	. When and how did we set this as a standard?
. Well, no one makes long speeches.	. How do we enforce this standard?

How does a supervisor set standards in his work group?

/Typical responses/	/Instructor comment/
. It's up to me	. How?
. Get tough	. What other ways do you have?
. Use membership in groups to influence standards	. How?

Standard-setting

By orders, directions

Through participation

By setting an example

By effective use of such group factors as:

Building attitudes

Guiding group goals

Strengthen membership

Effective leadership

b. Roles, one part of structure

b. /Workshop/

Purpose: illustrate two roles commonly found at conferences (initiator and supporter).

Time: 3-5 min.
Plan: 1. Think of staff meeting
2. Identify initiator
3. Identify supporter
4. Poll: same person or different?
5. Decussion

Materials: blank paper

/Blackboard/ Two headings

Same Different

Ask: think of a staff meeting

Ask: name of person who spoke most often

Ask: name of person who supported you most often

/Points to bring out/

- A supervisor can set standards by issuing orders, but a group does not always accept standards set in this way.
- A supervisor can set standards in conference with his people; this often produces higher acceptance.
- A supervisor can set standards by supporting acceptable behavior (such as being productive) and by ignoring or penalizing unacceptable behavior.
- A supervisor can set some standards by setting an example, that is, his behavior demonstrates what the standard is.
- A supervisor will be more effective in setting standards of work performance for his group if he:
    - Respects group attitudes
    - Guides the group to work-related goals
    - Gets acceptance from the group as a group member
    - Performs his leadership functions effectively

b. Handout 5H1 on page 4, talks about "roles" under the heading "Structure." Let's try a brief experiment which will, I think, illustrate the meaning of roles.

First, I want you to think of a staff meeting that you have attended often enough to get to know the people in it well. It might be a meeting between your boss and the people who report to him.

Now, in that group, think of the person who speaks most often, other than the chairman. He or she is always giving his opinions on topics. He will bring up new topics for discussion. He will volunteer facts. He does these things more than anyone else. Jot the name of the person down or keep it firmly in mind.

Now, in that group, think about the same group at the same meetings. Who is the person in that group who nearly always has ideas most like yours? He is the person who takes your part in the discussion. You tend to take his part, too. Sometimes he says just what you are thinking. Jot down that name, or keep it firmly in mind.

Now, take a piece of paper. If the two names are the same, write on it "same." If the two names are different, write on it, "different." Let's now count our results.

Topical Outline	Action
	Ask: write down "same," "different"
	Poll: how many "different"?
	Poll: how many "same"?
Roles in conferences	Discuss: roles participants have observed
Initiator Supporter Harmonizer Blocker	/Note/ A majority of people will report that they select as their associates persons of same or higher status
(Others from 7H2:)	
Gate keeper Standard-setter Clarifier Summarizer Consensus tester	/Cross-reference/ In session 7 you will analyze roles in conferences in greater depth. See handout 7H2 and 7H3.
Roles in work groups	
Individuals may have different roles in different groups Leadership role may rotate in different situations Roles help group attain its goals Roles are important to work performance Leadership is a key role	
	/Note/ Is leadership a group role? See discussion in Notes on p 5-2.
c. Determiners of role assignments	Ask: how do employees get roles?

Discussion

How many of you have written "different"? The two people were different people?

/Blackboard/ Different

How many of you have written "same"? The same person filled both roles?

/Blackboard/ Different Same

/Points to bring out/

- In groups, we can see a number of different roles:
  - The initiator
  - The harmonizer
  - The supporter
  - The blocker
- The person who supports us in a meeting may or may not be a friend.
  - A friend supports us because of friendship
  - A supporter encourages us because of our ideas or opinions
- An individual may have one role at one time and a different role at another time, for example:
  - A supervisor is in a leadership role in his work group and in a different role in a meeting with his boss.
  - An employee who takes a leading role in your group when a machine breaks down may be only a follower when the group is solving a mental problem.
- Employees who take active roles in work groups contribute to the group's efforts to attain its goals.
- Roles are, therefore, important to group performance; leadership, a group role, is a most important role.

c. What determines a man's role in a work group? You are appointed to your role. How do others in a work group get into roles?

/Typical responses/	/Instructor comment/
. It's just their personalities.	. You feel that a supervisor has little influence over roles in a group? Could you think of an example where he could develop a role for a subordinate?

Topical Outline	Action
Determiners of role assignments (continued)	Use: examples of roles in work groups (leave clerk vs. carrier of supplies)
Status and roles	
Roles have status	
People have status	
People of high status may raise status of a role	
High status people put in low status role = trouble	
Low status people put in high status role may gain status or lower status of role	Discuss: status and roles
Status comes partly from liking	
Liking depends partly on conformity to group attitudes, values, and standards	
• Supervisor's leadership role affected by: Membership Group goals Attitudes Standards Structure Communication	Discuss: supervisor's leadership role

. It's the work they do.	. What effect does the kind of work have on the kind of role?
. I assign them roles	. What roles; how?

/Points to bring out/

- Roles in a group are often assigned different status. For example, in a group of clerks, all performing similar work:
    - A clerk who posts leave records for a group develops an intermediary role, that is, people ask him to check with the boss as to whether leave will be approved for a desired time. This role will be regarded as having high status in the group.
    - A clerk who is sent by the boss to pick up paper and forms from the supply room may be viewed by the group as in a service-to-others role. This role will be regarded as of lower status.
- When a member who has high status in the group is assigned to a low-status role, he may raise the standing of that role. If he does not accomplish this he may be unhappy in his new role. Thus, the clerk who approves leave may object to being sent to the supply room.
- When a member who is held in low esteem by the group is assigned to a good status role, he may gain greater esteem from the group. If he does not, he may well lower the status of that role. Again, if the supply fetcher is assigned to the leave record task, he will (1) gain status or (2) lower the status of the role, in which case people will stop asking him to be an intermediary.
- A member who is liked by other group members will usually find it easier to win high status than one who is not liked. This liking is partly determined by his conformity to group attitudes, group standards, and group values.
- A supervisor's leadership role is affected by all of these concepts. His leadership role may be strengthened by:

. Membership:	He is regarded by his group as a member in good standing.
. Goals:	He is perceived as contributing to group goals as well as management goals.

Topical Outline	Action
5. Questions about a group for a supervisor, 5H2	5. Distribute /Handout 5H2/ Reading time: 3-5 min.
a. Managing conflict a supervisor cannot avoid it healthy? If it facilitates task performance unhealthy? If it blocks action, divides group, weakens cohesion and membership.	Ask: what happens when one employee disagrees with another?
	Ask: any further questions?
6. Summary	6. Summarize session

- Attitudes: He has attitudes which are consistent with group attitudes.
- Standards: He acts in conformity with group standards.
- Structure: He acts effectively as a leader.
- Communication: He attracts to himself more communications from group members than other members and communicates frequently to his group.

5. Let's close this session by reading a checklist of items that we might use to help us think about the groups we work with. Here is "Questions About a Group for a Supervisor." /Handout 5H2/

   a. Please read the questions and then point out the items that you think need to be clarified or interpreted further.

      Now that you have read the questions, let me ask you about one question under section 3, "Attitudes," "What happens when one employee disagrees with another?" For groups you have been in as a member or a leader, what is the answer to this question?

      /Points to bring out/

      - A supervisor might like to avoid conflict, but as a leader he cannot ignore it.
      - Conflict in itself is not the fundamental problem; how the group handles conflict is the important factor. Conflict may be healthy if the group uses it to sharpen its problem-solving capacity. Conflict is unhealthy if it divides the group, blocks action, or weakens group membership feelings.

      Any questions about any other part of handout 5H2?

6. /Summary/

   Let's work together to summarize what we have discussed in this session about groups.

   /Points to bring out/

   - A group is more than a collection of individuals.
   - Members of a group tend to develop common ways of looking at things, special ways of talking to each other, and special feelings about each other.

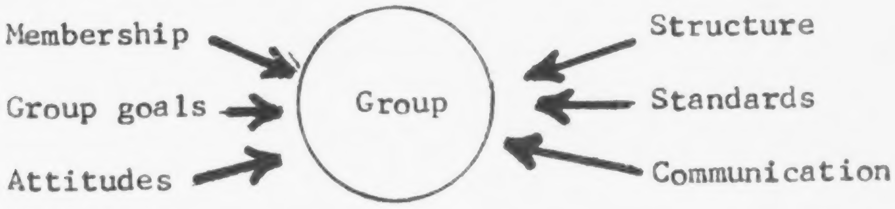
Topical Outline	Action
Group: More than sum of individuals, common tasks, experiences, social relations, attitudes, language, empathy, leadership and roles	/Blackboard/ 1. Draw circle 2. Write "Group" 3. Describe group 4. Show factors
Factors	
Membership	
Group goals	Show: how supervisor uses each factor which determines group behavior
Attitudes	
Structure	
Standards	
Communication	
Supervisor should influence: Group maintenance activities Task activities	/Cross-reference/ In session 7 you will go into task and group maintenance activities in more detail.
Supervisor and roles: Observe who has what role Reinforce useful roles	
Effective supervisor: Observes) Diagnoses) Group activity Acts)	/Cross-reference/ Diagnosis, etc., will also be covered in session 7

--End of Session--

Discussion

- A group is moved by such factors as:

/Blackboard/



- A supervisor's job is to:

. Membership:	Build a group feeling that, among other things, a good member is a competent worker.
. Group goals:	Mold group goals to be consistent with management goals.
. Group attitudes:	Shape group attitudes so that they will feel that work skill and knowledge are desirable abilities and so that they will resolve conflict constructively.
. Group structure:	Win from the group acceptance of his leadership.
. Standards:	Guide the group to acceptance of management work performance standards.
. Communication:	Communicate management concepts to his group; open the door to communication from the group's members to himself.

- A supervisor should be influential in both social and task activities of his group.

- A supervisor should study the roles different people have in his group and make sure that his work assignments reinforce roles that help get the work done better and quicker.

- To be effective in all of these matters, a supervisor must constantly observe each individual in his group and their interaction; in short, he should tune in constantly on the group discussions and group expressions of attitudes and feelings.

UNITED STATES CIVIL SERVICE COMMISSION
Bureau of Training
Washington, D. C. 20415

SUPERVISION AND GROUP PERFORMANCE

INSTRUCTOR'S INSTITUTE

Instructor's Study Guide

Session 6

I. General comments

The stated objective of session 6 (see note at bottom of page 6-1) is to develop an inquiring attitude in your participants toward the subject of leadership. As a result, the thrust of this session differs radically from that of the two previous sessions. In those sessions the participants had few deep-seated prejudices or opinions with regard to the subjects under discussion. This will not be true in this session. All of us have been exposed to varying kinds and amounts of leadership throughout our lives; as a result, all of us have some definite ideas about what leadership is and what constitutes good and bad leadership. Your task, then, will be to get the participants to examine leadership on a rational, logical basis, and to discuss what the various elements are that go to make up leadership. As the discussion proceeds, you may wish to insure that a number of factors which condition the way in which we react to leadership are considered. Some, but by no means all of these, are discussed below.

One of the major factors that conditions the way in which we react to leadership is our national tradition of equality and democracy. From the time we are infants we are taught that all men are created equal, and that they should share in (political) decision-making processes on an equal basis. We are thoroughly conditioned to the idea that everyone should have an equal voice in the selection of our (political) leaders In similar fashion, we are taught to "vote for" and "elect" our team captains and other representatives in a wide variety of school-age activities. Later, as adults, we carry over this same tradition into all of our formal and informal organizations, and we democratically elect the leaders of our various groups. From all of this comes an attitude that leaders should be popularly chosen -- that leaders should be selected by some democratic process. In our work situations, however, this rarely occurs. Accordingly, in our work groups we tend to be overly ready to resist the leaders who are "imposed" on us; this latent attitude greatly affects the way in which we react to differing styles of leadership.

A second factor that affects the way in which we react to leadership is the image of leader behavior that develops in us over the years. In our early years the leaders with whom we are associated (parents, teachers, and larger children) allow us very little opportunity to share leadership with them, and as we grow older, we are increasingly urged to "support" the leader. We are told that it is all right to oppose an individual who seeks a leadership role; but once he achieves a leadership position, we should "close ranks" behind him and support him. From all of this we develop an attitude that views all leadership as resting with one individual (usually the formally designated leader) in any group.

The material in this session challenges both of these commonly held attitudes. As a result, you can expect this session to be a lively one.

II. Relationship to other sessions

This session has wide application to the entire supervisory process. It is, however, most directly related to two other sessions--5 and 8. Session 5 dealt with factors which can be used to influence groups, and hence is directly related to the Power-Authority-Influence triangle developed near the end of this session. Session 8, on the other hand, affords an opportunity to examine the use of the leadership role in acting as a completer of necessary group action.

III. Purpose of the exercise

The power and authority exercise (pp. 6-10 to 6-17) is designed to demonstrate the effect of support on an individual's participation in a group situation. Ideally, it should show that an individual who receives support from other members of a group tends to become even more participative, and that when such support is removed or denied he becomes less participative and may actually withdraw totally from the group.

IV. Expected results of the exercise

In this exercise, the subject should talk both more often and for longer periods of time during the discussion of the first ideogram than he does during the discussion of the second.

V. What the exercise results mean

The results of this exercise will demonstrate the extent to which we are sensitive to a variety of cues in our reaction to other people and to situations in which we find ourselves. In most cases the subject will not be able to specifically verbalize how the second part of the exercise differed from the first, but will merely be aware of a discomforting change in the attitude and behavior of his associates. The point to be made from all of this is that the effects of support or lack of support which are demonstrated by the exercise are even greater when one of the individuals involved in the giving or withholding of support is a supervisor. In the exercise we were dealing with three nominal equals; but in any situation where a supervisor is dealing with one of his subordinates, their superior/subordinate relationship is well known to both of them, and the subordinate will react partly on the basis of that relationship.

VI. Problems or difficulties inherent in this session

This is a difficult session for two reasons -- the power and authority exercise is not always reliable, and the presentation of the material on employee reaction to power (handout 6H7) is complicated. Both of these require thorough study and preparation ahead of time.

The primary source of difficulty in connection with the power and authority exercise arises as a consequence of selecting the people to take part in it. The individual selected as the subject must be one who will neither "clam up" and refuse to talk at all in either exercise (stage fright is a very real thing, even among adults), nor attempt to hog the spotlight and dominate the discussion in both phases of the exercise. By the same token, the individuals chosen to assist you, as stooges, should be participants who can follow directions. Although the directions for these individuals seem quite clear and explicit, our experience has shown that it is vital that you brief them individually and in detail; otherwise, one or both of them will fail to carry out his instructions. In the Instructor's Guide (pp. 6-10 to 6-15) we have included a diversionary task that will keep the class busy while you instruct the experimenters in their various roles. You can either use this period of time to instruct them or, as an alternative method, you can select your experimenters early and brief them during a break. In any case, you must be sure they understand what it is they are to do. This is one of the most meaningful exercises in the entire program when it is carried out successfully, but it can fail! In the event that it should fail, you should be prepared to discuss what the outcome should have been, explain that the exercise has been used many times and normally comes out as it should, and then examine the particular factors at work within your own group that might have led to an atypical result.

The difficulty associated with the discussion of handout 6H7 arises from the complexity of the diagram itself -- of the complexity of the diagram, the numerous different concepts associated with it, and the need to develop the rationale for the diagram as you place the diagram on the blackboard. You will most likely find it necessary to refer to the diagram in your notebook as you develop it on the blackboard, and this in itself presents some problems of presentation. In general, it has been found that it is desirable to withhold the handout that diagrams all of this until after you have developed the entire concept on the blackboard -- this keeps the students' attention focused on your explanation of the rationale, rather than giving them something else to look at while you are talking. As you start your presentation you can tell them that you will give them a copy of the diagram later, thus eliminating the necessity of their trying to copy the diagram as you talk. In any event, no matter how you elect to handle this portion of the session, it is vital that you be completely familiar with the diagram and the underlying rationale associated with it.

SUPERVISION AND GROUP PERFORMANCE

Session 6

Leadership--Authority, Power, and Influence

Purpose:

Your objectives: to get your participants (1) to analyze what leadership is, (2) to distinguish between authority, power and influence, (3) to analyze the effects of authority and influence, and (4) to consider how they may be influential in their work group.

Time required:

2½ hours

Plan

1. Definition of leadership
   - supervisor as a leader
   - leadership as a role
   - two-person groups
   - supervisor's authority

2. Power and authority
   - workshop
   - styles of leadership
   - effect of authority on performance
   - positive use of authority
   - knowledge about acceptable performance
   - visibility of power
   - tension

3. Influence
   - sources of influence
   - influencing others

4. Styles of leadership -- (Optional motion picture; available: Roundtable Films, Inc., 321 South Beverly Drive, Beverly Hills, California 90212.)

5. Summary
   - employees accept influence, resist power
   - supervisors can increase their influence in groups

Notes

The objective of this session is to develop an inquiring attitude in your participants toward the subject of leadership. You may find this difficult to do. Most people's attitudes toward leadership began developing in their childhood. Their attitudes grow out of their reactions to parents, teachers, and group leaders. In a number of instances, people have a rather stereotyped view of leadership. If a person feels that some of his leadership efforts are unsuccessful, he tends to believe that somehow he has failed. He seldom thinks of looking critically at his leadership processes to see if he could change them. This session is not designed to force participants to change their attitudes; it is designed to encourage them to question some of their beliefs about leadership.

Materials

Blackboard or similar device

Handouts:

6H1, Authority and power
6H2, Supervisory use of Authority
6H7, Employee reaction to power

Workshop materials:

6H3, Instructions to subject (one needed)
6H4, Instructions to experimenters (two needed)
6H5, Instructions to Timer (one needed)
6H6a, Ideogram (kuo = kingdom))
6H6b, Ideogram (nu-tzu = woman and child)) select any two
6H6c, Ideogram (Indian symbol of butterfly))
6H6d, Ideogram (Indian symbol of a bird))

Watch with second-hand of timer.

Blank paper for participants (for list of their authorities)

Preparation of instruction

Read through this session carefully for two reasons: (1) to plan how you will handle the workshop on power and (2) to make sure that you feel as though you can handle the questions on influence, authority, power, and leadership.

In section 2 of this session, you will have most of the participants doing one thing while you brief the others. You will do well to review this until you are sure that you can go through the exercises with minimal reference to these notes. You will be guiding the two experimenters in one direction and the subject in another while they are in each other's presence. Keep control! When they are back at their seats, you will have a chance to go back to them (while the participants are reading 6H2) to reinforce your instructions. This suggests that it would be desirable to select the subject from a seat apart from the two experimenters. Read the notes carefully on the qualities desired in the three. Don't forget your timekeeper, either. If he fails to understand, the experiment is going to be hard to salvage.

Be prepared for your workshop to turn out either as you hope (that Mr. Subject talks less the second period) or just the opposite. In a majority of cases Mr. Subject will behave as expected. But in a significant number of cases he will not. If the experiment turns out the other way, step right up with the results and ask why in this case it went the other way. Typically, the group responds very favorably to such an analysis (and sometimes learns even more than when the experiment goes "right").

Our second reason for reading the session again is that you may wish to refresh your memory on the subjects of influence, authority, power, and leadership. You may wish to look again at a textbook on human relations. Here are two:

Blake, Robert R.
Managing Intergroup Conflict in Industry, Gulf Publishing Company, 1964.

Zaleznik, Abraham, and Moment, David
The Dynamics of Interpersonal Behavior, John Wiley & Sons, 1964.

The chart shown in handout 6H7, "Employee Reaction to Power," is from page 45 of this book:

March, James G. and Herbert A. Simon
Organizations. John Wiley & Sons, 1958.

This book is good, but difficult reading.

Topical outline	Action
1. Definition of leadership	1. Introduce topic
a. Supervisor as a leader	
- Examples of great leaders: Joan of Arc, Napoleon	
- Focus: leadership by intelligent, normal people	
- Authority and power, 6H1	
	/Handout 6H1/ distribute Reading time: 7-8 minutes
b. Leadership as a role	b. Ask: what does an employee do in a leadership role; give examples (paragraph 1, 6H1)
	Bring out: conflict in concept that supervisor is the leader vs. concept of rotating leadership among several group members
	Draw out: examples of how leadership differs from "being the leader"

Discussion

1. In our first session, we took a census of our problems. Since then, we have been examining some of them, trying to find causes and cures. In this session we will look at leadership.

   a. The subject has fascinated many people for centuries. Experts have offered a variety of reasons to explain why Joan of Arc won leadership in a time when women were very much second-class citizens. Generals marvel at Napoleon's ability to make a ragged group of dispirited men into a powerful fighting machine.

   This emphasis on the almost unexplainable leadership qualities of great historical leaders tends to make us think that all leaders should possess an inner light which inspires subordinates to heroic effort. Not many people have great inspirational ability. Nevertheless, many people become good supervisors.

   Our purpose today is to focus on what is known about effective leadership. Social scientists have studied effective group leaders in many different kinds of work. From their studies, they have sifted out some of the processes which intelligent, normal people can use to improve their own effectiveness in group leadership. To start us in this direction, I would like to have you read this handout, "Authority and Power," /Handout 6H1/ and then discuss it.

   b. Let's go back to the first paragraph in the handout. Think of an employee you have known who played a leadership role. Think of an employee who was not a supervisor who provided leadership to a group. What was the role and what did he do?

/Typical responses/	/Instructor comment/
. I never heard of an employee taking over his boss' job.	. You feel that a supervisor ought to be the only leader in a group? Many people feel this way. Why do they?
. I'm not sure. Would this be an example: in an emergency, when the supervisor was absent, this employee acted to....	. You feel that an employee could take over leadership only in the absence of his boss? Can anyone think of a leadership act in the presence of the boss?

/Points to bring out/

- What is leadership? If you can separate in our minds "being a leader" from "leadership" we can see leadership in many actions in a group.

Topical Outline	Action
	/Cross-Reference/ In Session 8, you will have the group study this in depth (see Handout 8H1).
	Ask: how do our concepts of leadership arise?
	Ask: what is a leadership act?
	Ask: what is employee attitude toward the supervisor's authority?
c. Two-person groups	c. Ask: what happens when supervisor deals with individuals in his group singly?
- supervisors dominate dyads	
- dyads in work groups may strengthen employee leadership	

Discussion

For example, supervisor is unable to make an economic forecast needed by a group. A subordinate performs the needed calculations and provides a forecast which influences future actions of other work group members. The subordinate's act which influences the group is a leadership act.

A supervisor lacks the time to work out a schedule for a large project which requires coordinated effort of all the group members. One of his subordinates, at his request, provides the required leadership in this area by drafting a schedule and monitoring it.

- Why do we have such narrow views about leadership? Why do some people think that leadership should be in the hands of one person only? We develop our ideas of leadership from our experiences with it. In our lives, our parents, teachers, and early supervisors have commonly been leaders who permitted no competition.
- A leadership act is one which influences the actions of the group.
- A leadership act by a person other than the supervisor may or may not challenge that supervisor's authority. However, most employees probably accept a supervisor's authority without question.

c. If a supervisor who seeks to avoid competition for leadership in his work group avoids having group conferences and deals separately with each of his employees, what effect will this have? What effect does he have when he creates a number of two-person groups, so to speak?

/Points to bring out/

- A supervisor will probably be able to dominate such two-person groups.
- Splitting a group into smaller, two-person groups often has little restrictive effect on natural leadership in the work group; it may strengthen the other-than-supervisor leadership. Why? Because the leader has thereby restricted his own role in the competition of leadership in the larger work group.

Topical Outline	Action
d. Supervisor's authority	d. Read: under "Supervision," 2d sentence, page 2, handout 6H1
	Ask: give examples of supervisors who did not use authority they had
- people differ in their response to authority	Ask: why not?
	/Cross-reference/ This discussion should lead into handout 6H2, "Supervisory Use of Authority."
	Read: 4th sentence, page 3, handout 6H1.
	/Blackboard/
- Supervisors differ in the way they use their authority	Ask: what are the ways of using authority? - in an emergency? - with file clerks? - with engineers?
	Ask: what use of authority to solve difficult problem that you cannot solve yourself?

Discussion

d. On page 2 of handout 6H1, under the section "Supervision," the second sentence reads:

> A supervisor does not automatically gain power from his position; employees must believe that he will use his authority before he gains power from his position.

Can you give examples of supervisors who had authority that they did not use?

Why did they not use their authority?

/Typical responses/

- lacked courage to use their authority
- had a good group; little authority needed
- were not clear on what authority they had
- boss pulled back authority which had been granted by organization
- employees were prima donna professionals who did not respond to authority of supervisor

On page 3 in the handout in the first paragraph, the fourth sentence is:

> Different supervisors seem to develop quite different ways of using authority constructively.

Two examples are given

/Blackboard/ selling consulting

What are the ways of using authority?

/Discussion questions for instructor/

- Let me pose an extreme situation: how would you use your authority in an emergency?

- How would you use your authority with a group of engineers? File clerks? Why the difference?

- Suppose that you find that you have a difficult mathematical problem that you cannot solve but you think that two or three of your group could solve it--how would you use your authority then?

Topical Outline	Action
Need for flexibility in use of authority	
2. Power and authority	2. /NOTE/ Give the group a job to do while you instruct the 4 participants in the workshop. Ask: list "authorities that I have" Select: 4 persons (see note in left column)
a. Workshop /NOTE/ for experiment: - One subject (select a person who has actively participated and is reasonably active and imaginative. Avoid compulsive talkers. Avoid quiet, shy types. - Two experimenters (select people able to follow directions). They should be imaginative and willing to play their roles. - One timekeeper (select an accurate person whom the group will trust).	a. Workshop Power workshop 1. Purpose: demonstrate how subtle cues influence people 2. Time: 30 minutes 3. Plan a. Select subject, two experimenters, one timekeeper b. Brief participants c. Return participants to group activities d. While group reads 6H2, check to see that each understands role e. Start experiment: have subject read "purpose" (contd.)

Discussion

/Points to bring out/

- A supervisor must control his group more in emergencies.
- Some groups expect more control from their supervisor: stevedores, bookkeepers, messengers.
- Some groups expect considerable freedom in their work with very general guidance from their supervisors: physicists, mathematicians, social workers.
- However, even in the same group, the amount of authority used by a supervisor will vary considerably. For example, if a supervisor cannot solve a problem and one or more of his subordinates can, the only sensible thing for him to do is to use the resources of his subordinate in behalf of his group.

2. About 5 minutes from now, we will try an experiment with the help of four of you. While I am working with these four people to prepare them for the experiment, I would like the rest of you to list on a blank sheet of paper

/Blackboard/ Authorities that I have

Think what authority has been delegated to you by your boss. Think of the authorities that you have acquired because the boss did not stop you from using them. List them all. Any questions?

a. Will you four please come over to the corner of the room

/Instructions given to the four, only/

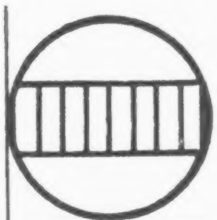
Do any of you know how to read Chinese? Are any of you experts in Indian signs?

The experiment that we will do is a test of your ability to interpret symbols. What you will do is very similar to a game that we have all played as children. Remember looking at clouds and seeing in them faces and shapes? We are going to look at symbols from other countries and look at them to see what they suggest. For example, here is a symbol. What does it suggest to you?

(contd.)

Topical Outline	Action
	f. 7 minutes on first ideogram g. 7 minutes on second h. Discussion 4. Materials 6H3, 6H4, 6H5, and any two of 6H6a,b,c,d. Watch with second-hand.
	Tell: workshop participants to return to the group
	Ask: what authorities have you listed
	/Blackboard/
	Ask: what effect does authority have on employee? How does refusal of leave affect production?
- Employees tend to resist control - Controls produce adequate but not outstanding work - Group and individual factors more important than authority in getting quality	

SUPERVISION AND GROUP PERFORMANCE



It suggests to me a number of things:

a ladder	an auto headlamp
a railroad track	a snake's eye

It stands for "railroad crossing, look out for cars!"

Here are directions for each of you. Please avoid showing them to each other or to others in our group. I will tell you when you can disclose them to others. Read them now.

After our discussion on authority, I will have you discuss other symbols like the one you just saw. The group will watch you to observe the interaction among you. Try to forget them. Concentrate on the symbol.

Return to your places now, please.

Now that you have had a chance to list your authorities, let's list them on the board. What authorities do you now have?

/Blackboard: typical responses/

assign work
grant leave
recommend for promotion
rearrange space
discipline
select from appointment list
select from promotion list
assign desks
reprimand

Let's look at these in the light of what effect your authority has when you use it. What happens if you use your leave authority to refuse leave to one of your subordinates? What effect does it have upon productivity?

/Points to bring out/

- Many supervisors believe that they can use their authority to direct people to do better work.
- Social scientists find that many employees tend to resist control.
- Social scientists find that controls can obtain adequate, but not superior, work.
- Social scientists find that group and individual factors are more influential than authority in getting high quality and quantity production.

Topical Outline	Action
- Supervisors differ in use of authority	
- Employees differ in reaction to authority	
b. Styles of leadership (Supervisory use of Authority, 6H2)	b. Handout 6H2 distribute; during reading: check experimenters
NOTE: Arrange room so all can see experiment. For example:	Reading time: 3-5 minutes
	Say: if no questions, let's observe an experiment
	Place: 3 experimenters
	Ask: Mr. Subject, read first two paragraphs
	Say: observe what happens
	Show: ideogram to all participants
	Start group
	Seven minutes later, stop group Show: new ideogram to all
	Start group; stop in 7 minutes

- Supervisors differ in their ability to use authority effectively; groups differ in their reactions to authority.

b. Let's look at "Supervisory Use of Authority," /Handout 6H2/, which analyzes a number of different supervisory styles.

Do you have any questions about the handout? If not, I'd like to have you observe the experiment which I mentioned earlier. We have three people who are going to discuss a matter in front of us. I wish that they would come down front now.

Will you, (Mr. Subject), please read the first two paragraphs of your instructions in order that the rest of the group will know what you are going to do.

(Mr. Subject reads:)

> "The purpose of this experiment is to investigate the effects of culture on problem-solving. It is believed that there are certain aspects of symbolic problem-solving that have no cultural boundaries; that is, that can be solved equally well by people of all backgrounds.
>
> "Your task in this experiment will be to examine the ideograms that will be shown to you and to decide as a group what they mean."

While the group up front discusses their problem, I would like the rest of you to observe what happens.

The first ideogram for the group to analyze is this one. They are going to try to guess what the ideogram represents and what it means. That is, the ideogram is a picture of something and that picture expresses an idea.

Will the group start their discussion as soon as they are ready.

.../After 7 minutes/ Now, group, let's look at another symbol. Here is what I am going to give them. Will the group start discussion of the new ideogram as soon as they are ready.

.../After 7 minutes/ What has happened? What have you observed as the group analyzed its problem?

Topical Outline	Action
	Ask: what have you observed, what was interaction pattern, who participated most?
	Call on timekeeper for report
	Ask: why did this happen?
	Ask: Mr. Subject, what happened?
Conclusions: - support increases participation	Disclose: nature of experiment
- loss of support: anxiety withdrawal hostility	/NOTE/ In most situations, the subject is about twice as active in the first 7 minutes. If your subject deviates, tell group that in dozens of experiments results are different. Ask why our situation turned out differently.
- support or lack of support by supervisor has impact	
- employees react to both visible and subtle use of authority	

Typical response	Instructor comment
• It was a typical problem-solving conference	• What was the interaction pattern? Who participated the most?
• They seemed to be confused by the problem	• What did they do to overcome their confusion?

We had four people in this experiment. One was a timekeeper. I think that his report should be presented to us. (Mr. Timekeeper), what did you do and what did you record?

Typical response

- Well, I would like to report that on the first card (Mr. Subject) participated extensively. He spoke 16 times and his comments ranged from short 2-second comments up to statements that lasted over a minute. On the second card he participated only nine times and his comments became progressively shorter.

Why did this happen?

How do you, (Mr. Subject), feel about this? What do you think happened?

Points to bring out

- a person who received support in a group desires to participate more
- when support is withdrawn, the person who loses it withdraws, becomes upset, or becomes aggressive
- power can be expressed in subtle ways, such as withdrawal of support
- in this experiment, the three were equal, yet the impact of support loss was evident (or should have been)
- withdrawal of support by a supervisor or other leader can have even greater impact
- employees react to both the visible use of authority and to the subtle use of authority

Topical Outline	Action
c. Effect of authority on performance	c. Say: look again at the styles of leadership, 6H2. Ask: what effect will the different styles have?
- Employees tend to resist controls	
- Authority is a form of control	
- Authority aimed at changing performance can produce tension anxiety hostility aggression	/Blackboard/ Authority changes performance /Blackboard/ Authority creates tension, which affects performance
d. Positive use of authority	d. Ask: how can we get employees to follow orders with least resistance?
- use suggestions	
- consult employees	
- reduce visibility of our power	
	Ask: what is effect of group pressures for conformity to high productive standards?

SUPERVISION AND GROUP PERFORMANCE

c. What relationship does this have to "Supervisory Use of Authority"?, /Handout 6H2/. Look again at the six different styles of leadership. The amount of authority and power that the supervisor uses varies from one extreme to the other. What effect will these different styles have upon the employees in a work group?

/Points to bring out/

- The experiment demonstrates how subtle one's relationships with another person can be.
- The greater the control, the greater the possibility of creating resistance and tension.
- We use authority to change performance.

/Blackboard/

$$\begin{tikzcd}\text{Authority} \arrow[r] & \text{Performance}\end{tikzcd}$$

- The use of authority creates tension which affects performance.

/Blackboard/

$$\begin{tikzcd}\text{Authority} \arrow[rr] \arrow[dr, dashed] & & \text{Performance} \\ & \text{Tension} \arrow[ur, dashed] & \end{tikzcd}$$

d. We know that employees vary in the way they accept our orders and directions. What can we do to get them to do what we want without building up negative, resisting tensions?

/Points to bring out/

- We can reduce the pressure that accompanies an order by making it into a suggestion or recommendation.
- We can reduce the pressure by consulting the employee (styles #3 and #4 in 6H2).
- These two methods reduce the "visibility" of our authority over the employee.

What effects will follow if we work with the group and jointly set high production standards? If the group has such high standards and we issue an order to an individual which brings him into line with these group standards, how will that individual react then?

Topical Outline	Action
	Say: let's chart relation of authority, standards, and performance /Blackboard/ /Cross reference/ You charted, in section c: Authority ↘ Tension ↗ Performance
e. Knowledge about acceptable performance	e. Start developing a chart /Cross-reference/ Before you give them 6H7, develop the chart on the blackboard.
- group standards members know them members support them members support supervisor's enforcement of them supervisor can reduce pressure for observance	Ask: what happens if a work group accepts supervisory performance standards? /Cross reference/ This was covered in session 5.
	/Blackboard/ Add to chart: ↓ Knowledge ↓ Goals/achievement

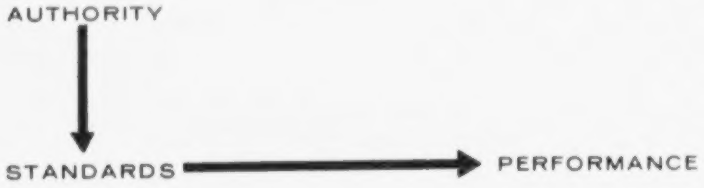
/Points to bring out/

- High group standards decrease the need for close supervision and thereby decrease tensions which arise from supervisory acts.

- Most employees who fall below group standards are likely to be aware of this themselves. An inquiry such as "how are you doing?" may be enough to spur him. That is, low pressure from a supervisor will have greater effect.

Let us see if we can chart some of these relations. We have been discussing authority, standards, and performance. The relationships of these three can be shown this way:

/Blackboard/



You use your authority to set standards to bring about better performance.

e. Now, if a work group or individuals in it accept these standards, a number of forces develop, often without the supervisor consciously seeking to bring this about.

Earlier in our discussion of what makes a group we talked about standards. What were some of the things we said?

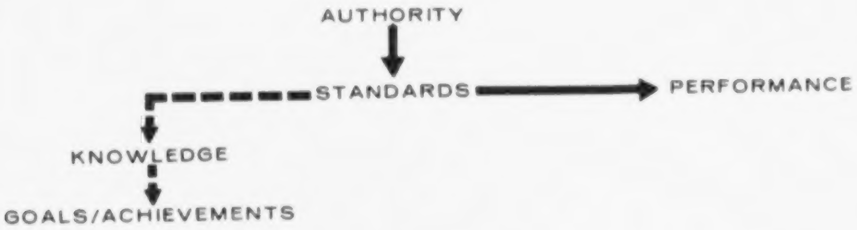
/Points to bring out/

- Group members know what the standards are.

- Group members support the standards. How does this relate to authority, standards, and performance?

- The supervisor has support in his enforcement of standards and therefore need not bring as much pressure on employees.

/Blackboard/



Topical Outline	Action
	Define: knowledge about acceptable performance
- goal achievers: feel satisfied need little supervision accept supervisor's actions	Ask: what effect will knowledge of acceptable standards have on person who is close to achieving them?
	Ask: what effect will this have on employee unable to achieve acceptable level of performance?
- under-achievers feel tense, anxious need more supervision see supervision as pressure	
f. Visibility of power	f. Blackboard Add to chart: ↓ Visibility ↑ → Supervision
- The closer the supervision the more visible the control	Ask: what effect does closeness of supervision have on visibility?

But this is not the whole story. On the board I have shown that when a group is aware of and accepts standards, this gives them a "knowledge about acceptable performance."

Each individual will have knowledge of these standards and if he accepts them these mold his goals. What effect will this have on the individual? First, what effect will it have upon the individual who is close to achieving the group standards?

/Points to bring out/

- An achiever will feel satisfied (little tension).
- An achiever will need little supervision.
- Because he needs little supervision, the actions of his supervisor will produce little tension.

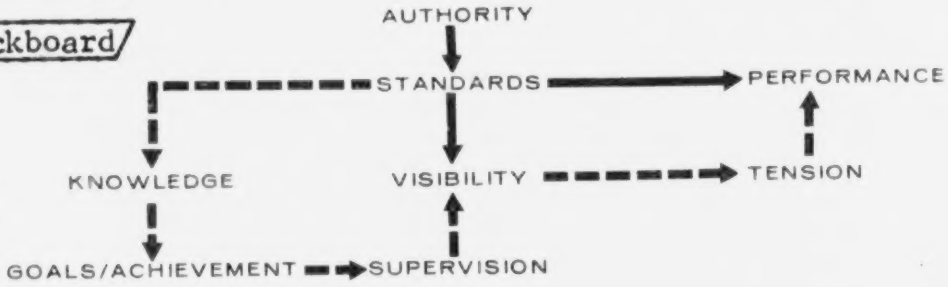
What effect will knowledge about acceptable performance have upon an individual who is not able to achieve group standards? What effect will it have on an under-achiever?

/Points to bring out/

- An under-achiever will feel tense, anxious.
- An under-achiever will need more supervision.
- If he gets much supervision, this may be seen as pressure and this will produce more tension.

f. So now we need to add "supervision" to our chart and one other word, "visibility."

/Blackboard/



What is the relationship between supervision and the visibility of our power and authority? In the chart, supervision reflects a range from close supervision to little supervision. What effect will this variation have on the group's feeling as to the amount of pressure a supervisor is bringing on them?

Topical Outline	Action
- The clearer the standards (rules, procedures, etc.) the less visible the control by a supervisor	Ask: what effect will clarity of standards have on visibility of the supervisor's controls?
g. Tension - the more visible the control, the more likely a supervisor will create tension, hostility, etc., in an employee	g. /Blackboard/ add to chart: ↑ - - → Tension
- tension arises from unclear standards inadequate achievement over-close supervision lack of knowledge as to what is expected excessive dependency on authority and power	/Handout 6H7/ distribute reading time: nil point out: relation of tension to other parts of chart
- tension is inevitable useful, at times harmful, at times	
- conclusion use authority, but also use other methods of guiding group	

/Points to bring out/

- The closer a supervisor supervises each member, the greater the visibility of his authority.

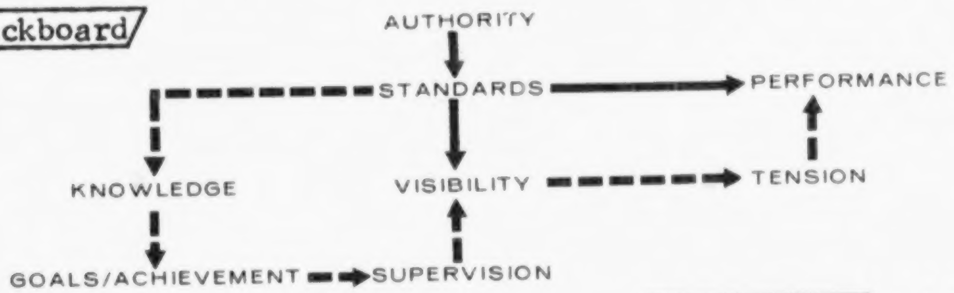
The standards can vary, also. They can be very clear and well understood or they can be unclear and not understood. What effect will this variation have upon the visibility of authority and power?

/Point to bring out/

- The clearer the standards, the less visible the authority will be.

g. Now let's complete our diagram by adding "tension." The more visible the authority and power of the supervisor the more tension he is likely to create in the group.

/Blackboard/



Here is "Employee Reaction to Power," /Handout 6H7/, which records the diagram that we have just put on the board.

Note how tensions can develop from changes in the individuals or in the situation at almost any point in the diagram: from poorly understood standards, from inadequate achievement, from over-close supervision.

What effect does tension have on group performance?

/Points to bring out/

- Some tension is inevitable.
- When tension causes a group to move to a desirable goal, it may be useful to the supervisor.
- When tension blocks group cooperation and effectiveness, it is harmful to the group.
- If tension builds to high peaks and stays that way too long, this may be bad for the group.
- Conclusion (?): a supervisor needs ways of obtaining group action that do not stress his naked use of power and authority.

Topic Outline	Action
3. Linking discussion to diagram	3. Summarize - employees tend to resist controls - authority is a form of power or control - group standards, organizational standards decrease visibility of controls **Blackboard** influence vs. power and authority **Cross-reference** Leave influence--authority--power triangle on blackboard for summary.
a. Sources of influence	a. Give examples of people with influence, not power (Einstein, Schweitzer, etc.)
- knowledges occupational organizational general - skills analytical technical work performance human relations - personal characteristics courage integrity articulateness reliability conviction motivation	Ask: what do you and I have that enables us to influence others?

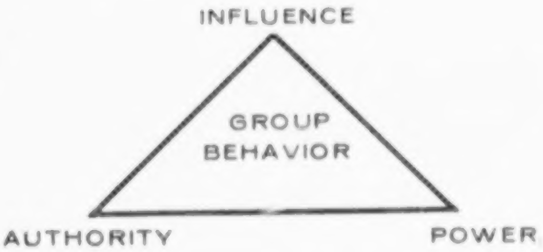
Discussion

3. Let's go back to our discussion on the authorities you have and link it to this diagram in handout 6H7.

   - We said that employees tend to resist controls and domination by others.
   - We said that authority is a form of power over others; hence, employees may feel uncomfortable when you use your authority directly, as when you order them to do something.
   - In this diagram, we have seen that group and organizational standards decrease the visibility of authority and lessen the need for close supervision.

   Now, let's consider another important factor, the ability of a supervisor to influence members of the work group. When he uses his authority, he is relying in part on power. Let us now look into the sources of influence that are quite apart from such power. To diagram this:

   /Blackboard/



   a. I am sure you can think of famous people who greatly influenced others although they had no authority or power over others. I think of Einstein, Albert Schweitzer, and Bernard Baruch. But we all have some influence over others. What do you, I, and other supervisors have that enables us to influence work group members?

      /Typical replies/

      technical knowledge about the job
      knowledge about the organization
      control over communication to top levels
      physical stamina
      knowledge about profession
      skill in analysis
      skill in doing work
      influence with boss
      courage of convictions
      strong drive toward a mission
      intelligence
      status

Topical Outline	Action
b. Influencing others	b. Ask: how do you use the qualities you have to influence others?
- using forces within the individual to influence him (as motivation)	/Blackboard/ list group factors /Cross-reference/ Group factors are listed in 5H1.
- using forces within group, similarly, such as: membership goals attitudes standards structure communication	Ask: which group factors can you use to influence others?
- influencing by: telling domination vigor of personality persuasion selling appealing to vanity group participation leadership of group being knowledgeable being skillful having useful abilities	/Cross-reference/ Handout 6H2, "Supervisory Use of Authority," describes styles of leadership; session 5 dealt with group factors which can be used to influence. See section on attitudes.

b. Just how do you use the qualities that you have in order to influence others? In our discussion about "What Do We Mean by a Group?" /Handout 5H1/, we brought out that a supervisor can add to his capacity as a leader if he uses the natural forces in a group, that is:

/Blackboard/

membership
goals
attitudes
standards
structure
communication

Which of these can you use to influence employees in the direction that you'd like them to go?

/Typical responses/	/Instructor comment/
I don't see how we can use any of them.	You think these are quite different from the personal influences we just discussed? Who in a work group sets standards for the group? How?
Communication seems an obvious choice.	If we tell people what to do and they do it, is this personal influence? How can we use communication to influence the group?
Standards.	Standards certainly influence a group. What can a supervisor do to mold standards?

/Points to bring out/

- A supervisor may be able to influence group standards, membership, goals, etc., by strongly dominating the group. Those who seek to dominate communicate frequently--they tell the group. They depend on the force of their personality and vitality to override others in the group.
- A supervisor may be able to influence group standards, etc., by selling the group on his way of doing things. Those who seek to sell are skillful in debate, clever in marshaling facts, and shrewd in spotting approaches which will appeal to vanity, desires, or needs of others.

Topical Outline	Action
being likable avoiding unskillful human relations making relations rewarding to others	
4. Leadership in action	4. Reinforce leadership ideas
a. Styles of Leadership (optional film, about 30 minutes	a. Show Styles of Leadership to reinforce ideas and previous discussions (optional) At close of movie ask: what have you seen that you would like to talk about?
5. Summary	5. Summarize session Blackboard influence-authority-power triangle

- A supervisor may be able to influence group action by obtaining group participation in identifying problems, exploring alternatives, or recommending solutions. Those who seek participation usually believe that their subordinates are competent, trustworthy, and creative. They are skillful in analyzing group feelings, in contributing to group action, in compromising opposing views, and in keeping a group focused on the problem at hand.

- A supervisor may be able to influence a group because relations with him are rewarding: he has needed skills, knowledges, and abilities; he is likable; he avoids tactless, egotistical actions.

4. Many ideas have been presented on leadership that will be more useful and meaningful to us if we can see them in action.

   a. The movie you are going to see, entitled Styles of Leadership, will help to reinforce and clarify the discussion just completed. As you watch the film, be thinking in terms of items that should be explored to a greater extent.

   /Show Styles of Leadership/

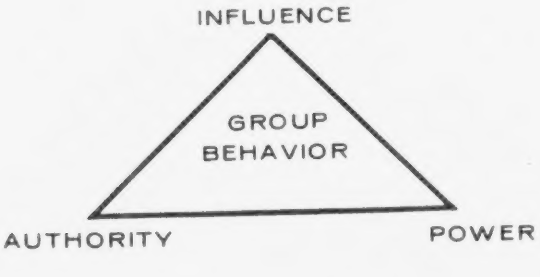
   Now that we have seen the film, let's spend about ten minutes on topics you would like to discuss.

   /Points to bring out/

   - Advantages of various styles of leadership
   - Approach you find most comfortable
   - How various approaches affect those who report to you

5. /Summary/

   Let us summarize what we have discussed in this session, keeping in mind this diagram:



Topical Outline	Action
Influence-authority-power	Bring out points
Power = force	
Authority from position	
Authority + use = power	
Influence is persuasive	
Power is coercive	
Employees accept influence	
Employees resist power	
Supervisors can make authority less visible	
Supervisors can increase their influence in their groups: knowledge) skill) are influencing ability)	
Supervisors can use the forces that move individuals and groups to influence others	
Leadership styles affect the ability to influence	

--End of Session--

/Points to bring out/

- Power is the ability to threaten or reward.
- Power, then, is the ability to apply force.
- Authority goes with a supervisor's position but becomes power only through use.
- A supervisor's authority carries with it the right to make decisions and control communication channels.
- Influence is persuasive, power is coercive.
- Employees submit voluntarily to influence; power requires submission.
- In most situations a supervisor cannot deny his authority; he can, however, make it less visible.
- A supervisor's knowledge, skill, and ability can influence his subordinates.
- An influential supervisor can be more effectively influential if he makes use of the forces that move individuals and groups.
- Leadership styles affect the way in which a supervisor will seek to use group standards, goals, and membership to influence or control his subordinates.

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UNITED STATES CIVIL SERVICE COMMISSION
Bureau of Training
Washington, D. C. 20415

SUPERVISION AND GROUP PERFORMANCE

INSTRUCTOR'S INSTITUTE

Instructor's Study Guide

Session 7

I. General comments

This particular session has several aspects which have not been present in previous sessions and which require comment. First, in this session the participants are afforded an opportunity to practice a skill -- listening. Second, this is the first session that has been truly integrative, drawing together elements already learned in other sessions and requiring the participants to integrate and apply them. Finally, the entire session is built around two exercises, with the exercises forming the central portion of the session and the discussion assuming a supporting role. As a result, it is particularly important that the instructor be adept in his handling of the exercises and that he review the earlier sessions of the course to insure that he is able to tie the various conceptual threads together for the participants.

One other special aspect of this session warrants mention at this point -- in this session we introduce another of the key concepts on which the entire course is based, the concept of the supervisor as a completer of necessary group action.

II. Relationship to other sessions

In this session we relate the group's activities to several previous sessions. Primarily, we relate the two workshops to session 6, where we discussed leadership. We have the participants analyze the leadership function as it is performed in a group situation, and we push the concept that leadership is a function that is shared within the group. This session also relates back to sessions 3 and 4 in that we discuss the steps we went through in solving the Glen Kane and Mrs. Smith cases. In this instance, however, we go one step further than we have previously gone and actually state, "This is the scientific method." In connection with the scientific method, we strongly emphasize diagnosis, once again relating the steps in this process to the Glen Kane and Mrs. Smith cases.

Finally, this session is directly related to the session which follows it (8) in that it lays the foundation for a discussion of the supervisor as a completer, a topic that is covered in some detail in session 8.

III. Purposes of the exercises

The two exercises which are included in this session have multiple purposes. The first exercise is designed to:

1. Demonstrate the various different roles taken by people in a group discussion situation.

2. Give the members of the class an opportunity to practice their listening and observational techniques and abilities.

3. Show the multiplicity of actions that may go on within any group at any time.

4. Point out the relationship between the clarity with which a group's task is stated and the way in which the group approaches its task.

5. Define and demonstrate the kinds of actions that can help or hinder a group in its attempt to reach its goal; relate each of these kinds of actions to the subject of leadership within the group.

The second exercise is designed to:

1. Afford the participants an opportunity to make some practice diagnoses and evaluate the results of their estimates.

2. Point out the relatively better results that are obtained from actual observation than from simply guessing on the basis of assumption.

IV. Expected results of the exercises

Several results generally occur in connection with the two exercises in this session. With respect to the first exercise:

1. The members of the discussion group, because of the vague nature of their assignment, will generally wander very widely in search of something substantive to discuss, and may well complete the entire discussion without ever agreeing just what it is they want to talk about.

2. The participants who act as observers will not be very skillful and will record only a small part of the interactions that actually take place.

3. The observers will disagree on just exactly what is going on at any given point in the discussion, and it will be necessary to stop the tape frequently at first to explain what is happening. It may also be necessary to rewind and replay one segment of the tape several times before some of the observers finally hear what is being said and discern what is happening.

Regarding the second exercise:

1. The observers will almost always report that their third observation is the most accurate and their first the least accurate.

2. The clarity of the task assigned to the second discussion group will greatly facilitate their discussing it.

V. What the exercise results mean

The results of both exercises will demonstrate quite clearly that there is a great deal of interaction that goes on in any group situation and that the participants in your class are far from skilled in detecting either the nature or the extent of such interactions. Accordingly, the results mean that if the supervisors aspire to be as effective as possible in their jobs, they need to make an effort to sharpen their perceptual skills. The results also have another meaning -- they will demonstrate rather effectively some of the ways in which the supervisor can lead his group without resorting to the use of naked power.

VI. Problems or difficulties inherent in this session

This is a relatively easy session to conduct. It does, however, require that the instructor be thoroughly prepared on at least three counts: He must know how to operate the tape recorder; he must be thoroughly familiar with the kinds of interaction that may be observed, and be able to point out examples of it on the tape; and he must be thoroughly conversant with the terms used to describe interaction, as they are defined on handouts 7H2, 7H3, and 7H5.

SUPERVISION AND GROUP PERFORMANCE

Session 7

Observing a Group; Diagnosing the Situation

Purpose

Your objectives: (1) get group to analyze leadership functions in a workshop, (2) get group to attempt to diagnose how some of their own members will act in a workshop, (3) get them to analyze the use of diagnosis in leadership, (4) build the feeling that leadership is shared within the group, (5) start building the concept of a supervisor as a completer of needed group functions, and (6) give them an understanding of the scientific method for analysis of problems.

Time required

2 hours

Plan:

1. Observing
   - Setting up a workshop
   - First trial of observing
   - Analysis of the roles observed
   - Re-run, using a tape
   - Defining group leadership roles
   - Continuing tape listening
   - Actions that inhibit effective group activity

2. Leadership roles of a supervisor
   - Group-building roles
   - Task roles
   - Supervisor as a completer of needed group functions

3. Diagnosis
   - Scientific method
   - Collecting the facts: history and situation
   - Purpose of diagnosis
   - Setting up a workshop
   - Preliminary diagnosis
   - Diagnosis after observation of discussion
   - Final diagnosis and analysis of diagnostic process

4. Summary: supervisor's approach to diagnosis

- Developing skill
- Use of diagnosis in leadership role

Notes

Medical students who wish to become doctors need to learn what disease symptoms they should look for in order to tell which disease a patient has. They learn to do this by: reading about the history and effects of diseases, having symptoms of diseases pointed out to them in live patients, and attempting to diagnose illnesses without help. Their learning, then, follows this pattern: 1. motivation to make diagnoses, 2. study of theory, 3. observation of patients, and 4. application of their learning.

We need a practical method of teaching supervisors to diagnose situations in work groups. You can motivate them to want to learn how to do this, you can give them theory and a little practice, but you will not be able to give them as much practice as they need to have in learning a difficult art. They will benefit most from this session if they will practice diagnosis back on the job.

Materials

Tape recorder

Handouts:

7H1, Discussion assignment no. 1
7H2, Analyzing group-building functions
7H3, Analyzing group task functions
7H4, Discussion assignment no. 2
7H5, Evaluation of group

Preparation for instruction

Obtain a tape recorder and test both its capacity to pick up a group of five persons and your capacity to operate it. Obtain a tape which will record at least 1 hour.

In this session, you will start building the concept of the supervisor as a completer of needed group functions.

This function is well-discussed in a CSC publication:

> McGrath, Joseph E.
> Leadership behavior; some requirements for leadership training. Washington, CSC, Office of Career Development, [now Bureau of Training], 1962. 42pp.

If this is not readily available, read over session 8 and the handouts.

In this session, you have two workshops. Plan them. Where will you put your small group that will be observed? How can you be sure that everyone can see and hear them? Where will you put the tape recorder? How will you get your volunteers? What will you do and what will the participants do?

Even if you have done this session before, you'd better brush up on your handling of the two workshops. With careful handling they will go well.

Topical Outline	Action
1. Observing	1. Turn attention to the process of observing group interaction Start tape recorder motor
a. Setting up workshop	a. Tell what will be done

Workshop: group leadership roles

1. Purpose: participants observe leadership roles
2. Time: 45 minutes
3. Plan:
   - Select 5 volunteers; place
   - Distribute 7H1 to all
   - Distribute 7H2 to half
   - Distribute 7H3 to half
   - Explain tally method
   - Repeat question; start discussion; stop in 7 minutes
   - Rewind tape; observers tally
   - Play tape; stop for analysis (once? twice?)
   - Have group define roles on 7H2 and 7H3
   - Play tape; stop for analysis
   - Place total tallies on blackboard, analyze
   - Introduce inhibitors of group activity
4. Materials:
   Tape recorder, blackboard, 7H1, 7H2, 7H3

Select 5 volunteers

Place volunteers where they can be seen and heard; distribute Handout 7H1

Distribute Handout 7H2 to half; explain

Distribute Handout 7H3 to half; explain

Ask: any questions?

Discussion

1. Now we will try an experiment which will test our skills in observing what goes on in a group. Accurate observation is essential if supervisors are to predict accurately how their work group will behave in different situations.

   a. I will ask a small group of volunteers to serve as a sub-group which will discuss an assigned topic. The rest of us will observe them and tape record their discussion. We will watch what they do and how they do it. We will not be as concerned with the content of what they say as with group processes. We have talked about this before: about membership, goals, structure, communication, and the like.

      I would like to have five volunteers come up front to discuss a proposition which I will give them...

      Please sit here...

      I have handouts for both the discussion group and the observers.

      Discussion group, here is "Discussion Assignment No. 1" /Handout 7H1/ Please read it and wait for the signal to start your discussion.

      Observers. I am going to give you two forms. Half of you, those on this side of the room, should observe for the elements shown on "Analyzing Group-Building Functions." /Handout 7H2/ Here it is.

      The rest of you should observe for the elements on "Analyzing Group Task Functions." /Handout 7H3/ Here it is. Both groups look at both forms so you can make sure that you are looking for the right elements...

      Any questions?

Topical Outline	Action
	Show how to tally on /Blackboard/
	Show how to draw 5th tally 𝍸 (leave sample on blackboard --show how to total later)
	Read question to be discussed
	Start tape on recorder
	Let discussion run 7-8 minutes
b. First trial of observing	Cut discussion; rewind tape
	Say: Thanks to discussants
	Say: Observers, total each line; show total for /Blackboard/ example
	Distribute 7H2 and 7H3 to those who lack one of them (in the observer group), and distribute both to discussants
	Allow a minute for reading

Let me explain what the directions mean when it says tally "in the line opposite the function." If I am an observer I listen carefully to what is said. When I hear what I consider to be a discussion and Mr. X fits the first description I put a mark on line one under his name, as:

/Blackboard/

	Mr. X	Mr. Y
1.	/	
2.		

I continue watching and recording. My sheet may get to look like this:

/Blackboard/

	Mr. X	Mr. Y
1.	//	/
2.	/	𝍸

The question that this group will discuss is "What are the most appropriate goals to adopt in a work group, in order to provide group experiences which will make its members better citizens in a democratic society?" OK, discussion group, you have considered the question; please discuss it.

b. Let's cut the discussion now. Thanks to our discussion group; they have been most helpful. I think we have enough data to permit us to analyze what happened. First, let me rewind our tape.

While I am rewinding the tape, I would like to have observers total for each line the number of times they heard a function and put the total in the column at the right.

/Blackboard/

	Mr. X	Mr. Y	Total
1.	//	/	3
2.	/	𝍸	6

Now, you have only one form, let me give each of you the form that is missing. If you have 7H2, I'll give you 7H3 and vice versa.

Here are both forms for the members of our discussion group.

Look over the forms and then we will listen to the tape.

Topical Outline	Action
c. Re-run, using tape	c. Say: as we listen to the tape, re-tally if you are able to identify the voices Show how to re-tally on /Blackboard/ Start tape: run for first interaction only Ask: what is happening now?
Analysis: Unclear goals Concern with procedures Vague task	
	Re-start tape; run for one interaction
d. Defining group leadership	d. Stop tape; ask: what is happening? Ask: what difference between 7H2 and 7H3?
Group building functions, 7H2 Relationships Attitudes Interaction Domination and subordination	
Group task functions, 7H3 Task ideas Task information Organizing data	
	Ask: what difference between: Harmonizing, 7H2, and Clarifying, 7H3?

c. Now, as we listen to the tape, please mark both forms if you are able to identify the voices. If not, study both forms and join in the discussion of the task and maintenance functions.

/Blackboard/

Here is the start of the discussion....

What is happening? What functions are we hearing?

/Points to bring out/

- The question assigned to the group is a tough one. It has been tested with many groups and found to be frustratingly vague.

- Because the question is vague, the group's task is not quite clear.

- The group concerned itself at first with (usually procedures, such as who'll be chairman, what will we discuss first, how will we agree, etc.)

d. What is happening now? Let's stop and look at the definitions on the handouts again. First, what is the difference between the kind of functions listed on Handout 7H2 and 7H3?

/Points to bring out/

- Analyzing Group-Building Functions, 7H2, deals primarily with:
    - Relationships, one to another
    - Attitudes
    - Interaction patterns
    - Domination, subordination

- Analyzing Group Task Functions, 7H3, deals primarily with how the group does work:
    - Ideas about the task
    - Information related to the task
    - Organizing data to help group solve task

Let's look now at specific items. What difference do you see between line 1, "harmonizing," on 7H2, and line 4, "clarifying," on 7H3?

Topical Outline	Action
	Ask: what difference between: gate keeping, 7H2 initiating, 7H3 standard setting, 7H2?
	Ask: have you questions about any other items? following, 7H2 encouraging, 7H2 seeking information, 7H3 giving information, 7H3 summarizing, 7H3 consensus testing, 7H3?

SUPERVISION AND GROUP PERFORMANCE

Discussion

/Points to bring out/

- Harmonizing has to do with efforts to deal with conflicting attitudes and feelings. ("I think you two are arguing over different aspects of the same general problem.")

- Clarifying deals with efforts to resolve conflicting ideas and facts. ("Let me see if I can repeat your thought in my own words." "If I follow you correctly, you would....")

What difference do you see between line 2, 7H2, "gate keeping," line 1, 7H3, "initiating," and line 5, 7H2, "standard setting"?

/Points to bring out/

- Gate keeping deals with social communication; one keeps the gate to insure that a shy person gets a chance to talk, that an angry person has a chance to tell how he feels, that an aggressive person is kept from blocking others. ("I thought you were about to say something, Tom.")

- Initiating is an action directed toward solving a problem or introducing a new problem. It is an action related primarily to a group task or one that the person wishes to make a group task. ("Now, here's a different approach....")

- Standard setting deals with group behavior toward each other. The group sets standards as to what is proper to talk about and what should not be talked about. The group sets standards as to how people will talk (as, briefly or at length, keeping to subject or telling jokes, etc.). ("I would like to have us keep personalities out of this discussion.")

We have covered all but "following" and "encouraging" on 7H2 and 2, 3, 5, and 6 on 7H3. Have you any questions on those at this time?

/Points that may be raised/

- Following: nodding head in agreement, watching speaker, saying "I like that...."

- Encouraging: following is passive support for group action; encouraging is active support for individuals or group activities. "Let's try Bob's proposal." "I'm for that, let's do it."

Topical Outline	Action
e. Continuing tape listening	e. Restart tape Stop tape from time to time Ask: what's happening now? Stop tape listening when group is doing well on analysis Say: change your totals on 7H2 and 7H3 if you wish
f. Totaling results	/Blackboard/ Write out headings for 7H2 and 7H3. Provide a box, as illustrated, to accommodate totals. ie. Harmonizing Gate Keeping etc. Ask: will the side of the room that tallied group-building functions in the original discussion, please give totals Do: write the number in appropriate box so that a graphic description is shown on differences in observational skills Continue the operation to record totals from the half of room that originally observed group task functions
g. Analysis or roles observed	

- Seeking information: "Who knows what would happen if...." "How would you feel if we were to...."
- Giving information: "I think that...." "We ought to...." "Why don't we...."
- Summarizing: "We've covered a lot of ground. First, we...." "We've had a lot of good suggestions. They add up to...."
- Consensus testing: "Are we ready to move on to a new subject?" "I like Tom's suggestion. How do the rest of you feel about it?"

e. Let's listen to the tape further, now that we are agreed on the definition of the functions....

What's happening now?

OK. Let's cut tape listening now. If you have been tallying and want to change your totals in the right-hand column, do so now.

Now let's see what we have. Please call off your totals in the right-hand column as I go around the room. We'll start with "Analyzing Group-Building Functions," Handout 7H2.

/Blackboard/ 7H2

Harmonizing	Gate Keeping	Encouraging	Following	Standards

Let's get the totals from "Analyzing Group Task Functions," Handout 7H3.

/Blackboard/ 7H3

Initiating	Seeking information	Giving	Clarifying	Summarizing	Consensus

g. Now, what do we have and what does it mean?

/Points to bring out/

- We often find that the group action shifts quickly, thereby making it difficult for observers to catch each function.
- Those in a group, unless trained, will find it even more difficult to catch the processes occurring in the group. Note the variance in our tallying of functions.
- In this discussion, the group was hampered by a lack of clear goals. (The task was deliberately vague.)

Topical Outline	Action
- Group actions shift quickly - Observing is difficult - Training improves observation capacity - This group lacked clear goals - Forward movement of group: Initiating Clarifying Summarizing, etc. - Leadership rotated in group - Communication patterns Dyads, pairing? Overhead? - Our group's history: Membership Previous feelings Previous leadership Previous attitudes Previous standards	
h. Inhibitors of effective group activity - Blocking - Criticizing - Blaming others - Talking too much - Withdrawing - Dominating	h. Say: 7H2, 7H3 list productive acts Ask: what stalls forward movement of group discussion and action?
2. Leadership roles of supervisor	2. Summarize: what then is leadership?
a. Group-building functions	Roles on 7H2, 7H3

- Action which contributed to the forward movement of the group was observed to be: (clarifying, initiating, etc.)

- Leadership in this group was: (no one person emerged, one person dominated, leadership rotated, or....?)

- Communication pattern in this group was: (who talked to whom, did people pair off, did one member talk to whole group or one person?)

- The history of their relationships in our larger group carried over into the action of the subgroup as shown by (membership?)

h. The two forms, 7H2 and 7H3, list the elements which help a group be productive. Let's consider for a minute elements which would interfere with group effectiveness. What action have you observed in conferences and other group meetings that stalls the forward movement of the discussion and action?

Points to bring out

- Blocking (doing or saying things which prevent the group from agreement or action)

- Criticizing (making disparaging or derogatory remarks about persons in the group or proposals before the group)

- Blaming others (arousing antagonism in others by blame; finding good but untrue reasons to blame others for his own shortcomings)

- Talking too much

- Withdrawing (being present but not contributing to group activity)

- Dominating (overriding others; forcing unpopular actions)

2. What is leadership, then?

a. Look at your handouts 7H2 and 7H3. Leadership in a group is performing the group-building functions:

Topical Outline	Action
b. Task functions	b. Say: keep alert to - what goes on in group - group-building acts Say: 7H2, 7H3 not complete; other roles include: coordinating orienting evaluating
c. Supervisor as completer - Leadership rotates - Supervisor observes: what is done well? what needs support? what needs remedy? - Supervisor plugs gaps - Supervisor is completer	c. Ask: what is supervisor's relationship to roles on 7H2, 7H3? [Cross-reference] Role of supervisor as completer is covered at length in session 8.
3. Diagnosis	3. Say: 7H2, 7H3, and experiment introduce diagnosis concept [Blackboard]
a. Scientific method	a. Illustrate: medical and supervisory diagnosis

Harmonizing	Gate keeping	Encouraging
Standard setting	Following (yes, even this!)	

b. Leadership in a group is performing the group task functions:

Initiating	Seeking information	Giving information
Clarifying	Summarizing	Consensus testing

Your problem and mine is that we can become so busy with our own work tasks that we may fall down on two fronts:

- We may fail to keep constantly alert as to what is going on in our groups, and
- We may fail to pay enough attention to the group-building functions.

Handouts 7H2 and 7H3 do not list all leadership functions. For example, in the task area, we might list others such as coordinating, orienting, and evaluating. Now, this means that leadership is made up of many parts.

c. What about the supervisor? What is his relationship to these many different roles? What do you think it should be?

/Points to bring out/

- A supervisor does not have to provide all the leadership acts that are listed on these two forms. His subordinates can very effectively help by contributing leadership acts themselves.
- A supervisor should check to make sure that all needed leadership is constantly provided. He should fill the gaps.
- The supervisor needs to be skilled in observing and contributing to group processes.

3. The experiment we have just been through using handouts 7H2 and 7H3 introduces us to an important concept, that of

/Blackboard/ Diagnosis

a. A doctor must make a diagnosis before he can reasonably prescribe for a patient. A supervisor should be able to make diagnoses of his group continuously.

Topical Outline	Action
1. Identification of a problem 2. Collecting facts about that problem: - History - Situation 3. Diagnosis: - Conclusions as to causes - Estimate of what happens - if no change or remedy 4. Alternatives; consequences 5. Select action 6. Action 7. Evaluation	List steps to diagnosis /Blackboard/ Illustrate steps to diagnosis: Glen Kane case, 3H4 Mrs. Smith case, 4H3
	List steps to action and evaluation /Blackboard/ (leave list on board until you discuss steps at greater length) Say: this is scientific method (physical and social sciences)
b. Collecting the facts	b. Ask: so you collect facts; what do you look for?
- History experiences of individuals group	

Let's take a look at the steps we go through to diagnose a situation:

/Blackboard/

1. Problem
2. Collecting facts
3. Diagnosis

When we looked at the case of Glen Kane, 3H4, and the Mrs. Smith case, 4H3, we went through these steps briefly. That is:

(1) We became aware that a problem existed and that something should be done by someone to remedy it.

(2) We read the case and identified the facts that seemed related to the problem.

(3) We asked ourselves what are the probable causes in the situation that bring about the problem.

Now, that did not end our work with the Kane or the Smith case. We went on to:

/Blackboard/

4. Alternatives; consequences
5. Select action
6. Action
7. Evaluation

These steps are, of course, adapted from the scientific method used in both the natural and the social sciences.

b. Let's go back to step 2, "Collecting Facts." Let's assume that you accept in principle the need for using the scientific method in planning your actions in human relations problems. So, you collect facts. What facts? What do you look for when you are collecting facts in order to diagnose an individual or a group problem?

/Points to bring out/

- History
    - Individuals: Each individual has had experiences which affect his decisions and actions. What are they?
    - Group: Each group has developed a pattern of relationships which affects group attitudes, goals, standards, structure, etc. What are they?

Topical Outline	Action
- Situation feelings morale relationships	
	/Blackboard/ add subheads to "2" history present situation
c. Purpose of diagnosis	c. Say: object of diagnosis is: determine probable causes estimate future without change Give: illustration
d. Setting up workshop	d. Tell: what will be done

Workshop: Diagnosing

1. Purpose: Participants make and check diagnoses
2. Time: 30 minutes
3. Plan:
   - -Identify union members
   - -Select 5 volunteers; place
   - -Distribute 7H4 to all
   - -Distribute 7H5 to observers; instruct in use
   - -Observers: Predict action (diagnose)
   - -Discussion, 5 minutes
   - -Observers: 2d diagnosis
   - -Discussion, 4 minutes
   - -Observers: 3d diagnosis
   - -Analysis
4. Materials
   Blackboard, 7H4, 7H5

- Situation
  - Individuals: How does the individual feel now? What does the individual expect now?
  - Groups: How is the morale now? How is the situation affected by persons outside the group? How do they feel about their supervisor?

We collect facts then by looking at both.

/Blackboard/ 2. Collecting facts--history
present
situation

c. This brings us to Step 3, "Diagnosis." The objective of a diagnosis, of course, is to examine

- the past history
- the present situation

In order to estimate probable causes and what will happen if we let the situation go on without changes or remedy, let's consider an analogy:

> A child has a temperature. He has red spots on his body. He has been recently exposed to another child who had scarlet fever. What's the problem? Our diagnosis is that the child has scarlet fever and if we do not do something about it, he may become dangerously sick.

Diagnosis of a group is complex but very possible. At this time, I would like to have you try your hand at diagnosis of a situation in our own group.

d. We will ask another volunteer group to discuss an assigned topic. This time the topic will be clear. Again those not in the group will observe them. Again, we will not be concerned so much with what they say as with group processes. But this time we will try to predict what will happen. We will try to estimate how the group feels about the issues.

Say: are any of you now union members? (If no response, ask: have any of you ever been members?)

Select discussants; seat them

Distribute Handout 7H4

NOTE Do not advise discussants how to do their job?

Distribute to observers, only, Handout 7H5 and a copy of the discussion assignment; make sure observers understand what they are to do

e. Preliminary diagnosis	e. Say: now fill out Part A, 7H5; explain how
	Say: we will fill out Parts B and C later
f. Second diagnosis	f. Start discussion
	After 5 minutes, cut discussion
	Tell: observers, fill out Part B as you think group will perform next
	Start discussion again

Are any of you now union members? (Have any of you ever been union members?) I'd like to get five volunteers other than those who were in our last group. If possible I'd like to get some of you who have been in unions and some who have not.

Will the five members of our new group please sit up here where we can all see each of you.

I have handouts for both the discussion group and the observers.

Discussion group, here is "Discussion Assignment No.2." /Handout 7H4/ Please read this and decide how you feel about the issue and what point of view you would like to support in the discussion. I will give you a signal when it is time to start.

Observers, here is a copy of the discussion assignment so you can understand what the group is to do. Here, also, is a form to help you observe, "Evaluation of Group." /Handout 7H5/

e. Before the discussion starts, fill out Part A only of Handout 7H5. In Part A, place a check in the column, "Group," opposite each ACTION item that describes what you think this group will do. Now number, in your mind, each person up here. Place a check in the column in Part A which best describes what you think each will do (attitudes). For example, if you number (name)as "1," and if you think he will favor the proposal, check "1" opposite "favorable" and so on. We will find out Part B and C later on. Any questions? Ok, fill out the form in Part A....

f. If you are ready, I'd like to start the discussion group to work. OK, discussion group, please start....

Discussion group, please suspend your discussion for a few minutes. We'll come back to you shortly.

Observers, now fill out Part B. Check those items which you think describe how this group will do when they resume discussion.

If you are ready, I'd like to have the discussion group continue. OK, discussion group, please resume your discussion....

Topical Outline	Action
g. Final diagnosis; analysis	g. Cut discussion in 4 minutes Say: thanks to discussants Say: observers, fill out Part C--what you observed Ask: what guided your estimate in Part A, 7H5?
- Our Past History - Behavior patterns - Union membership - Present situation	
	Ask: how did this group differ from the last one?
- Clearer goals - Observation of last group - Different individuals	
	Ask: how many had same checks in Parts A, C? Different?
Ask: how many in Part A checked: 1. Favorable? 2. In-between? 3. Unfavorable?	Ask: how many recorded in Part A, #1, favorable? #2, in-between? #3 unfavorable?
	Ask panel members: at end of meeting, how many favorable? in-between? unfavorable?
4. Summary: supervisor's approach to diagnosis	4. Summary
a. Developing skill	a. Ask: what makes a supervisor a good diagnostician?

g. Let's cut the discussion now. Thanks to our discussion group for their part and their patience. I think you have an adequate sample to fill out Part C. Observers, in Part C please record what you saw and heard. Part C is based on what you heard.

Let's analyze what we have seen and what we did.

First, how did you arrive at your estimate as to what the group would do when you filled out Part A?

/Points to bring out/

- Past history of our group
- Past performance of each person in our group
- Union membership
- Present situation:

    artificiality of role-playing
    local union attitude
    being observed by others

How would you compare this group with the prior group? If they differed, why did they differ?

/Points to bring out/

- The goals of this group were clearer.
- The group benefited from seeing the first operate.
- The individuals in each group were different; therefore, the groups reflected the different personalities.

How many of you made the same checks in Parts A and C? How many found that they checked different items in Parts A and C?

How many of you voted in Part A that the group was favorable to the proposal? How many placed the group in-between? How many voted that the group was unfavorable?

Let's turn back to our 5 discussion group members. At the end of the meeting, how many of you were in favor of adopting the proposal? How many still undecided? How many unfavorable?

4. Well, now that we have done all this, what does it mean? How can we become effective in diagnosis?

a. What do you think makes a supervisor a good diagonstician?

Topical Outline	Action
- Knowing what makes individual behave as he does: intelligence experience needs physical condition values emotions desires etc. - Knowing group: goals standards structure attitudes membership communication - Alert to situation - Knowledgeable about group's history - Constant practice in diagnosing - Constant evaluation of success in diagnoses	
b. Use of diagnoses in leadership role	b. Ask: relation between leadership role and diagnoses? Between 7H2, 7H3, and diagnoses?

Points to bring out

- Better diagnoses can be made if a supervisor knows each individual in his group. That is, if he knows:

Intelligence	Values
Experience	Emotions
Needs	Physical Condition
Desires	etc.

- A supervisor can make better diagnoses if he knows the factors that determine his group's behavior, that is:

Goals	Structure
Standards	Membership patterns
Attitudes	Communication patterns

- A supervisor can make better diagnoses if he is constantly alert to what is going on around him. That is, he must know the:

  Situation

- A supervisor can make better diagnoses if he knows his group's:

  History

- Basically, however, a supervisor can develop diagnostic skill only through:

  Practice

- Therefore, he should constantly attempt to diagnose the condition of his group and forecast what he thinks will happen in the future if he takes no action to remedy or change the present situation. He should constantly check his diagnoses--how accurate did they prove later on?

b. What relationship do you see, if any, between a supervisor's leadership role and his ability to diagnose his group? We talked earlier about some of the leadership functions when we looked at handouts 7H2 and 7H3. What relation is there between these leadership functions and diagnoses?

Topical Outline	Action
- A leader influences both task and group-building functions	
- A supervisor should allot most time to functions less adequately performed	Cross-reference Concept of supervisor as a completer is covered more completely in session 8.
- To discover which functions need his attention a supervisor must diagnose	
- Some give leadership intuitively	
- Diagnosis is step toward planned, rational, conscious leadership	

-- End of Session --

Discussion

Points to bring out

- A person is a leader who effectively influences group activities in carrying out its tasks, group-building functions, or both.
- A supervisor needs to spend more time on functions which are performed inadequately or improperly than on those which are being adequately performed.
- To determine what functions are being performed well or inadequately, a supervisor should be able to diagnose, that is, be able to predict what will happen if no change takes place.
- Many people perform their leadership functions without planning--intuitively, unconsciously.
- Diagnosis is a step toward planned, rational, conscious leadership.

UNITED STATES CIVIL SERVICE COMMISSION
Bureau of Training
Washington, D.C. 20415

SUPERVISION AND GROUP PERFORMANCE

INSTRUCTOR'S INSTITUTE

Instructor's Study Guide

Session 8

I. General comments

This is a long and particularly important session. In it you will be developing the concept of the supervisor as a completer of needed group functions. You can expect this concept to meet with some resistance and that you will have to discuss it with the participants at some length. Even after you have discussed it, and shown them how it logically fits into a human relations-oriented view of the supervisor, you will still need to lead them through actually applying the concept to a supervisory situation.

As with the previous session, this session relies heavily on exercises for attainment of maximum impact. Accordingly, you should go over the exercises carefully and decide exactly how you will handle them. You will notice that on page 8-3 we mention the fact that one of the cases which we present is in the same family as the incident process. If you are familiar with this method of instruction, you may wish to look at the materials and give some consideration to using them in that manner.

II. Relationship to other sessions

This session relates to other sessions in two ways: it affords an excellent opportunity to reinforce the concept of a supervisor as a completer of necessary group action; and it affords a similar opportunity to reinforce the concept of the group's behavior being affected by two interacting sets of functions -- group task functions and group maintenance functions.

It also leads directly into the subject of the session which follows -- bringing about change. As a result, you should be fully prepared to move on into the topic of change at any point in this session when the discussion makes it apparent that the group is ready.

III. Purposes of the exercises

The exercises included in this session have several purposes. The first exercise designed to:

1. Actually force the supervisors into analyzing the performance of task functions within their own work groups. Few, if any, of them will have done this before and they will find it a very enlightening thing to do.

2. Demonstrate graphically the way in which subtle cues as to what is appropriate behavior can cause discernible changes in overt behavior.

3. Provide the participants with an introduction to, and practice in, role-playing.

The second exercise is designed to:

1. Force the participants to consider the various aspects of four simple group task- and group maintenance centered problems.

2. Develop a lively discussion that will allow the instructor to demonstrate that there are a number of factors which must be considered in solving this kind of problem.

3. Show how the relative importance of group task and maintenance functions have to be weighed in solving this kind of human relations problem.

The third exercise (reading John Timonium's conference) is designed to:

1. Demonstrate the difference in atmosphere caused by differences in the interpretation of certain words and phrases.

2. Emphasize the importance of prior relations to the way in which comments and/or criticism are received.

3. Provide the participants with additional practice in listening to what is actually said in a group meeting of any sort.

IV. Expected results of the exercises

With the possible exception of the first one, the results of the exercises in this session are quite predictable. As regards the first exercise:

1. Scores reported for discussion groups with instruction sheet "A" will generally be higher than those on the evaluation sheets of participants who received instruction sheet "1."

2. A great many people will fail to see the difference between the instructions contained in Assignments A and 1; and you will be able to further reinforce the points made by the two exercises as you discuss the differences.

3. Even though the participants are not concerned with the observers' instructions at all, they will almost all admit (if asked) that they in fact read the observers' instructions.

4. In spite of careful instructions on how to make checkmarks on 8H1, how to score 8H4, and how to identify their particular roles on 8H4, at least a few of your participants will still have difficulty in doing these things correctly. Since the proper identification and scoring of 8H4 is particularly important to the success of this exercise, you should be especially careful of the way in which you instruct the participants with respect to this facet of the exercise. You should be particularly alert to an answer of "7" for 8H1, and "4" for 8H4. The first is not possible and the second is quite unlikely.

With respect to the second exercise:

1. Although most of the responses, for each case, will be clustered, you will probably have a complete spread all the way from SA to SD. Since the "extremists" will usually be quite willing to identify themselves, you can expect a great deal of lively discussion about each of the cases.

2. The fact that you have a lively discussion will make it very easy for you to bring out the points you wish to make with respect to the two sets of values that have to be weighed against each other in each of the cases.

In the third exercise (John Timonium's conference) you can expect:

1. A great deal of conflicting opinion with respect to what has actually been said and what is meant by each statement.

2. A considerable willingness to demonstrate other ways in which things might have been said, to improve the situation.

V. What the exercise results mean

Each of the three exercises has its own results, and each set of results has a different meaning. In the case of the first exercise:

1. Since the actual instructions to the participants are the same in both assignments, the only possible source of differences in behavior must be the instructions given to the observers.

2. As a result, any difference in score between the "A" and "1" groups must be a reflection of differences in behavior, caused by the participants reacting to the way they think they should behave, based on what the observers were told to observe.

3. Accordingly, it follows that the difference in satisfaction of the members of the two groups (and if you will examine the evaluation sheet you will see that, in general, satisfaction with the experience will be recorded as a high score) must be a measure of the extent to which they competed or cooperated with one another on the exercise; this in turn is a measure of the way in which they reacted to very subtle cues as to what would be appropriate behavior during the exercises.

In the second exercise:

1. The willingness of various individuals to defend their positions, in spite of widespread criticism of it, demonstrates individual resistance to change, even in the face of peer opposition.

2. The speed with which most of the participants will reach their decisions demonstrates their reliance on "tried and true" solutions to this kind of problem -- solutions that they can pull out of their past experience, dust off, and use again.

3. The participants, by their selection of answers, will show how they individually value group task and group maintenance goals.

In John Timonium's conference:

1. Initially, when the participants first read the various lines and disagree over their meaning, they will be demonstrating their insensitivity to what is going on.

2. As they progress, however, and become more experienced in listening to what is being said, their greater perception will be reflected in more insightful comments and questions.

VI. Problems or difficulties inherent in this session

Although this session is both long and important, it is not a particularly difficult one. The first exercise can occasionally cause problems because of inconclusive or reversed data, but even this need not be particularly difficult to handle. There are a number of factors which can cause the results to be inconclusive or reversed -- incorrect scoring; poor performance, generally in the small discussion groups; or even special characteristics of the class itself. In any event, the instructor must be prepared to deal with the problem if it should arise. With both the second and third exercise, the major problem will be one of maintaining order and keeping the discussion channeled in the direction in which it should go.

One word of caution needs to be said regarding the first exercise -- it is important that the participants not know that they have different sets of instructions. Accordingly, the instructor should practice how he will handle the distribution of the different sets of instructions without getting caught. On page 8-3, your Instructor's Guide suggests one way of dealing with this problem. There are, of course, many others; the method chosen is not important. What is important is being able to accomplish your end without the class knowing it.

Session 8

Collecting Facts About Group Task and Group Maintenance Functions

Purpose

Your objectives: (1) develop the concept of a supervisor as a completer of needed group functions, (2) demonstrate how subtle cues from persons with the power to reward (observers) can influence behavior (participants discussing 8H2, 8H3), (3) give them greater depth of understanding of group task and group maintenance functions, and (4) give them practice in collecting facts about work group problems.

Time required

3½ hours

Plan

1. Effect of competition on group behavior
   - what group functions are important, 8H1
   - setting up and conducting a workshop
   - collecting participant reaction to workshop
   - analysis of participant reaction
   - relating workshop to 8H1
2. Group task functions
   - analysis of participant reaction to the general list
   - division of leadership among group members
   - the supervisor as a completer
3. Group maintenance functions
   - four cases
   - difference in clothing
   - group limit on production
   - group standards for work methods
   - community norms and the work group
4. Summary: the supervisor as a completer
5. Seeking change

6. Collecting facts about group task performance
   - John Timonium's problem, 8H6
   - analysis of critical task functions in John's group

7. Collecting facts about group maintenance; next steps
   - analysis of critical group maintenance functions
   - John Timonium's conference
   - diagnosis
   - alternatives; consequences

Notes

This is a key session. You have been introducing the concept of a supervisor as a completer of needed group functions. In this session you should reinforce this concept. Make sure that they understand it and can apply it.

In this session you will have another opportunity to reinforce the concept of each group's behavior being determined by the interaction of two sets of functions: task and group maintenance. You have been indicating this for some time. Now, try to make sure that they really understand the concepts.

Whenever appropriate, remind them that they have discussed this area before. Recall incidents that they have given which illustrate the points that you are trying to bring out now. In the past you were deliberately orienting to ideas which are now being dealt with more completely. Going back to the orientation phases will help make these ideas seem more acceptable now.

Midway in this session, we have a short discussion on change. This is included in order to orient your participants to concepts which will be discussed more fully in the next session. Use this as an opportunity to build their interest in what is to come.

Materials

Blackboard or similar device

Handouts:

8H1, What Group Functions are important and when?
8H2, Assignment A (Read notes to instructor! To be given to
     only half of the participants.)
8H3, Assignment no. 1 (for the other half of your group)

8H4, Evaluation sheet
8H5, Four cases
8H6, The case of John Timonium
    8H6a, The situation
    8H6b, Individual reports
    8H6c, Duties of examiners
8H7, John Timonium's conference -- a transcript

Instructor preparation required

Plan how you will handle the workshop on competition. You want to be able to hand out Assignment A to half of the group and Assignment No. 1 to the other half without drawing attention to the fact that the instructors are different. You may put your subgroups into different rooms or just move them into corners in the same room.

You may find it helpful to carry your supplies of Assignments "A" and "1" "back to back" in your hand. Then, after giving half of your participants their instructions off the top of the pile, you can casually turn the pile over and continue handing out instructions from the top of the same stack. The handling of the four cases, handout 8H5, is simple but you should think how you will deal with the discussion of them. You will want to relate your discussion to the conflicting goals discussed in the box on page 4 of handout 8H1.

Plan how you will handle the John Timonium case. The start of this case is deceptively simple. You should, however, keep in mind that handout 8H6 is only the first of four interrelated handouts. The complete series consists of:

8H6	The case of John Timonium
8H7	John Timonium's conference -- a transcript
9H3	John Timonium's problem
9H4	The history of Timonium's work group

If you will refresh your memory about Timonium by reading over all of these cases before you start this session, you will be a better resource to your group when they have questions.

You may be familiar with the incident process of case analysis. This case is not quite the same thing, but it is in the same family. In the incident case method the case leader seeks to get the participants to go through five mental steps:

1. Study the incident
2. Get the facts
3. State the immediate issue
4. Decide the immediate issue
5. Learn from the case as a whole

8-4

(From: Pigors, Paul, and Faith Rigors

The incident process; case studies in management development; manual for group members; practical supervisory problems; series I. Washington, The Bureau of National Affairs, Inc., 1955.)

Your job is to get the group to apply the scientific method of problem analysis to the Timonium case. You can make good use of the principles in the incident case method as you do this.

Topical Outline	Action
1. Effect of competition on group behavior	1. Recall scientific method 1. Problem 2. Collect facts 3. Diagnosis 4. Alternative; consequences
a. What group functions are important and when, 8H1	a. /Handout 8H1/ distribute Say: this will help in step 2 reading time: 10-15 minutes Say: we will discuss this in small groups
b. Setting up and conducting a workshop	b. Workshop Workshop: competition 1. Purpose: demonstrate competitive and cooperative behavior; analyze it 2. Time: 30-45 min. 3. Plan: - select sub-groups - give 8H2 to half - give 8H3 to other half - groups talk 8-10 minutes - all complete 8H4 - inform participants which group they are in, how to report evaluation - post observer reports; post discussant reports - disclose content of 8H2 and 8H3 - analyze workshop - relate to 8H1 4. Materials: blackboard, 8H2, 8H3, 8H4

Discussion

1. In our discussion of the scientific method of analyzing human relations problems, we said the first four steps are

/Blackboard/

   1. Problem
   2. Collect facts
   3. Diagnosis
   4. Alternatives; consequences

   In actual practice, as we collect our facts and make our diagnoses, we commonly think ahead to what we should do to support what is good or remedy what is inadequate. Although the steps are closely interrelated, we should make sure that we have the data for each step and that we think through each step.

   a. I now have for you a handout which I believe will be helpful to you as you collect facts, make your diagnoses, and determine your alternatives.

      Will you please read and follow instructions on "What Group Functions Are Important and When?" /Handout 8H1/

      When you are through reading the handout, I will set up some small groups to discuss part of it.

   b. If you are all through now with Handout 8H1 and have listed the number of checks in the boxes on page 6, I would like now to set up some small groups to discuss one part of the handout.

      Will you (indicate who will be with whom) please move to (indicate where).

      Each group should select one person in it to serve as an observer. Will you select that person now, please.

      Do we now have an observer in each group? Observers, please hold up your hands.

Topical Outline	Action
	Move participants into subgroups of 4 or 5 (no fewer than 3)
	Say: select 1 observer
c. Collecting participant reaction to workshop	Distribute 8H2 to half; 8H3 to other half. Avoid disclosing that instructions differ
	Say: decide yourselves what you will do; start now
	Stop: after 8-10 minutes Handout 8H4 --distribute
	reading time: 2-3 minutes
	Say: note which group you are in, "A" or"No. 1"
	Say: write P - for participant O - for observer A - Assignment A 1 - Assignment No. 1
	Ask: report your code and total from 8H4.
	Blackboard
d. Analysis for participant reaction	Say: the averages for the two groups differ; why?
	Ask: read instructions for A and No. 1 to group.
	Note Typical groups report higher total scores for Assignment A groups.

The directions for observers and for those who are to discuss are given on the handouts that I am now going to distribute. /Handout -- see opposite page/

If the directions are not clear to you, please determine in your group how you will act. Please start now.

c. Please remain with your group while you fill out and discuss this "Evaluation Sheet." /Handout 8H4/. Note that the handout asks you to total "the numbers of the items you have checked." Suppose, for example, that I check item no. 2 after each question. The sum of the four two's is 8, so I would write 8 in the box at the bottom of the sheet. Any questions? Please fill out your evaluation sheet.

If you are finished with your evaluations, I'd like now to have each of you look at the top of the page of the handout that gave you and your group instructions as to what to discuss and what to observe. Some of you received "Assignment "A" and the rest of you "Assignment No. 1." Do you know which group you are in?

Put a P in front of your box if you participated in the discussion, O if you observed. Put after that A if you were in group A and 1 if you were in group 1. Now, when I come to you, say something like P 1 17 to report your code and total from 8H4. Ok?

/Blackboard/

PARTICIPANTS		OBSERVERS	
A's	1's	A's	1's

Let's start here and call off the data while I post it.

d. Well, let's see, the participants with Assignment A averaged about _____, and the observers _____. On the other hand, the participants in Assignment 1 averaged about _____ and the observers _____.

Why this difference?

Will one of the observers of Assignment A read his instructions.

Now, will one who had Assignment No. 1 read his.

Topical Outline	Action
- competition is a part of normal group activity - a group that must achieve as a group: . is more supportive of its members . makes its members feel better about the group . is more careful about maintenance . has a warmer climate . is more careful about individual needs	/NOTE/ If tabulation of responses for Group A and No. 1 are inconclusive or reversed, ask, "Would other groups have responded the same way?" and "What in history of our group makes us different from other groups?"
e. Relating workshop to handout 8H1	e. Ask: relation of this experiment to 8H1
- need for self-analysis before changing others	Ask: how can a supervisor become a completer?
- impact of: membership standards goals structure attitudes communication on needs for: membership vs. privacy coordination vs. individuality group climate vs. management goals	/Cross-reference/ In session 9, steps to changing other individuals start with: 1. Look at yourself, 2. Look at employee, 3. Look at situation...etc.

Why did these instructions affect the groups the way that they did?

Points to bring out

- Assignment A focused group attention on group behavior.
- Assignment No. 1 focused attention on individual behavior.
- A group that must achieve as a group normally tends to give more support to each other than a group of competitive individuals.
- Even when the members are working as a group they compete to some extent.
- When a group listens to its members and gives serious consideration to their ideas and suggestions, the members feel good about the group.
- A group acting as a group tends to be more careful of its maintenance problems than a competitive group.
- A group that feels it is a group tends to build a warmer climate than a competitive group.
- A group acting as a group tends to consider more the individual needs of its members.

e. You read "What Group Functions Are Important and When?", Handout 8H1, before you participated in this experiment. What relationship does that handout have to the experiment? Does the experiment cast any light on how a supervisor can become an effective completer of needed group functions?

Points to bring out

- In this experiment, when group members thought that their observer expected individual effort, they became competitive; when they thought he expected group effort, they became cooperative.
- This provides a clue as to how a supervisor can modify behavior when a group maintenance function should be supported or changed. When a supervisor, functioning as a completer, needs to bring about a change he might first seek to change himself. That is, he might change his attitude about such things as performance or cooperation or competition. As he communicates his change to others, he may expect some change in them.

Topical Outline	Action
2. Group task functions	2. Say: turn now to "general list of task functions" Say: call out your counts on A, B, C, and D on 8H1-6 Total A's, B's, C's and D's
a. Analysis of participant reaction to general list of task functions, 8H1 - list is general; each group would differ in its critical functions - checking few "act now's" may suggest need for closer observation	a. Ask: what do totals mean? Ask: how improve general list of task functions?

- It also suggests that if he can bring about a change in group standards, goals, etc., this may have an important effect on the factors listed on page 4 of 8H1:

  need for membership vs. need for privacy
  need for coordination vs. need for individuality
  need for group climate vs. need for management's goals.

2. Now, let's turn to the subject of your discussion in the small groups, that is, the "general list of task functions." Turn to page 6 of Handout 8H1 and let's go around the table to collect your counts on the number of times you checked A, B, C, and D.

   Blackboard A. Act now B. OK now C. Not now D. Not involved

   Please call out your count to me and I'll write it on the board.

   a. Now, what does this mean?

   In you discussions, you talked about improving the general list of task functions. What changes would you suggest?

   Typical comments

   - I was struck by the great differences in the number of checks in A. Why is that?
   - Our group thought that the section on "forecasting" had little application to us.
   - "Act now" indicates that the person making the check thinks he should take some affirmative action. What do you think would make me check fewer items than you did?
   - What sections were most pertinent?

   Points to bring out

   - The list of task functions is quite general. The pertinence of the functions will vary by the kind of work, the type of employees, and the past history of the group and organization.
   - The general list of task functions, then, is a guide to help you develop a more specific list applicable to your own work group.
   - If you checked few items in the "act now" column, this may mean that you have delegated well to the group or it may mean that you need to observe your group more carefully.

Topical Outline	Action
b. Division of leadership among group members	b. Say: look at item 1, "information-getting" Ask: what information do you expect subordinates to get; get yourself? Encourage: concept of supervisor as a completer; let subordinates get information
	Say: look at item 3, "Operation" Ask: what operations can your employees take over? What must you do? Encourage: concept of supervisor as a completer; let subordinates do what they can
c. The supervisor as a completer - a supervisor can delegate: . to a trained group . to professionals and similar groups . operations, storage and transport . other functions properly performed - a supervisor may be unwilling to delegate when: . he is insecure . he is dominating . his relations to his boss or other managers are involved	c. Say: let's summarize our conclusions about a supervisor as a completer Ask: what decisions and leadership can a supervisor delegate? Summarize: concentrate on those things not well done; be a completer of needed group functions

b. Let's look more carefully at a few of the items in the general list of task functions. Look at item 1, "information-getting." What kind of information would you expect your subordinates to get and what do you think you should get?

Typical responses

Expect my employees to get information about
  change in quality of materials
  needed space alterations
  ways of improving procedures
  needed repairs to equipment, etc.

Expect to get information myself about
  organization changes
  policy changes
  changes in allotment of funds to unit
  complaints by management about unit

Look at item 3, "Operation." What operations would you expect your employees to take over with little guidance from you and what would you keep close watch over yourself?

Typical responses

Expect employees to be leaders with minimum supervision to
  receive incoming materials
  inspect finished product
  review coding by another clerk
  research on a legal case
  prepare a report

Expect to be a leader myself in
  approving reports to management
  recommending changes to management

c. Let's summarize some of our conclusions about a supervisor as a completer of group functions in the task area. What decisions and leadership can a supervisor delegate most freely?

Points to bring out

- The more technically trained the group, the more difficult the decisions its members may be assigned.

- A supervisor will probably tend to reserve decisions to himself more when he is insecure, on the one hand, or exceptionally dominating on the other hand.

- Most supervisors will probably keep to themselves job-related communications with their bosses and other managers.

- Supervisors can probably delegate more in these task functional areas:
  operation   storage   transportation

Topical Outline	Action
. he feels that he should do it--as make a decision, forecast, or schedule	
3. Group maintenance functions	3. Say: let's go back to "group maintenance functions" in 8H1
a. Four cases	a. Handout 8H5 distribute Instruct in use of 8H5 reading time 3-5 minutes Say: put a circle in the box that will be selected by the greatest number in our group Blackboard draw chart to illustrate use of circle Say: if you think you are voting with majority, circle your own check; if you think the majority will differ from you, put the circle in the box you think will represent the majority opinion.

- Supervisors will probably not agree on how much can be delegated in these task functional areas:

  information-getting
  forecasting
  decision-making
  phasing

- Findings from studies of successful groups indicate that leaders would do well to let individuals and the group do any of these that they can do well and to concentrate as a completer on those things that are not done well.

3. Now, let us go back to a consideration of "group maintenance functions" in Handout 8H1.

   a. In order to give us some specific illustrations of problems in this area, I would like to have you read "Four Cases." /Handout 8H5/ As you read please check the column that best indicates how you feel about the suggestion made to the supervisor.

   I will ask you to report orally on your checks. OK, please study the cases and make your selections.

   If you have completed your selections, let's do one other thing.

   Go back over the sheet. I want you to put a circle in the box that you think will be selected by the greatest number of our group members. Suppose for example that you have checked

   /Blackboard/ SA A I D SD
   ✓

   If you think that most of our group will also check SA, draw a circle around your check:

   /Blackboard/

   If you think the largest group will differ from you, put the circle in the box that they will select.

Topical Outline	Action
	/Blackboard/ draw chart for tabulation of replies
	Say: let's see how we feel about these cases
	Instruct in how to call out their own marks as you record them on the blackboard
	Say: take a look at your circles
b. Difference in clothing - needs for membership vs. privacy coordination vs. individuality group climate vs. management goals - supervisor's completer function: obtain group understanding or individual change?	b. Ask: what facts and attitudes should supervisor keep in mind in case 1 on 8H5?

/Blackboard/

	SA	A	I	D	SD
1					
2					
3					
4					

Let's see how we feel about these cases, both individually and as a group. Let's go around the table quickly, and if each of you in turn will call out the letters for the boxes you checked I'll tally them here on the blackboard. If, for example, you checked number 1 agree, number 2 disagree, number 3 strongly disagree, and number 4 indifferent, you would call out "A," "D," "SD," and "I."

Take a look at your circles that indicated where you thought the group's answer would lie... Notice the spread of the checks. Let's go back over the cases and find out why we have differences of viewpoint.

b. In case no. 1 on 8H5, the case of the sport shirt, keeping in mind what we read in "What Group Functions Are Important and When," 8H1, what facts and attitudes should the supervisor keep in mind in acting on the employee's suggestion?

/Points to bring out/

- differences in clothing are often resented by members of the group
- differences in the degree of formality vary geographically
- a new employee will identify for some time with his former associates and may therefore feel comfortable only when he follows their standards*
- individuality in dress which does not violate important values should be tolerated
- a supervisor must help protect the individual's right to individuality
- a supervisor may wish to help an individual who is different to understand group standards and thereby obtain greater group acceptance
- a supervisor must be a completer by either getting group understanding or individual change

*How did you decide how long to take for a coffee break?

Topical Outline	Action
c. Group limit on production - needs for: membership vs. privacy coordination vs. individuality climate vs. management goals - supervisor's completer function: change group standard protect new employee	c. Ask: what facts and attitudes should supervisor keep in mind in case 2?
d. Group standards for work methods - needs for: membership vs. privacy coordination vs. individuality climate vs. management goals - supervisor's completer function: diagnose individual's problem weigh importance of group standard decide to act or not	d. Ask: what facts and attitudes should supervisor keep in mind in case 3?
e. Community norms and the work group - needs for: membership vs. privacy coordination vs. individuality climate vs. management goals	e. Ask: what facts and attitudes should supervisor keep in mind in case 4?

c. In case no. 2, the case of the slowdown in box production, what facts and attitudes should the supervisor keep in mind when acting on the employee's suggestion?

- groups frequently adopt limits on production
- the real reason for the instruction to the new worker is the group standard, not the fear of inspectors
- in this situation, the supervisor will have a tough job protecting the new worker from coercion
- management expects the supervisor to protect high procedures from group limits
- a group will normally disapprove of under-production as well as over-production
- if the supervisor persuades the new employee to disregard the group standard, the group will withhold membership from him
- the supervisor will have to be a completer by dealing with the group standard (and that will not be easy) and protecting the new employee

d. In case no. 3, the case of the social worker notetaker, what facts and attitudes should the supervisor keep in mind when acting on the employee's suggestion?

- professional standards are often difficult for a new worker to attain
- not all professional standards are valid
- the supervisor will have to determine whether taking notes is or is not a handicap
- if he finds that it is, he can use the group standard to reinforce his effort to change the employee
- if he finds that it is not, this type of group will not directly penalize the employee, but it will assign her lower status
- the supervisor will not be able to change a professional standard by disregarding it
- a supervisor will have to analyze the situation and diagnose the problem; then he may decide to act moderately or not at all

e. In case no. 4, the case of the swearing male, what facts and attitudes should the supervisor keep in mind when acting on the employee's complaint?

- the opposition to swearing is a community standard rather than a group standard

- the stated acceptance of the woman will not resolve the problem; the supervisor must find out how the group feels

Topical Outline	Action
- supervisor's completer function: analyze group attitudes; clarify group standards (avoid dictating?)	
4. Summary: the supervisor as a completer - supervisor can get much help from other group members - the more he leaves to group, the less visible his control - by being a completer, a supervisor can put his effort where it is needed - a supervisor acts as a completer in task and group maintenance functions listed in 8H1 - a supervisor acts as a completer also in: membership group goals attitudes standards structure communications	4. Summarize session so far

- the woman wants to be liked by the group and will accept their standards (within limits)
- if one of his subordinates wishes to tackle this with the whole group, encourage him (Answer: "let's see how others feel about this?)
- employees may resent a supervisor's efforts to dictate on a social matter like this; the supervisor must, however, complete needed action by getting the group to adopt a standard.

As we leave these cases, look again at the circles which you put on handout 8H5. You may want to consider why our group acted as it did.

4. Let's now summarize what we have been discussing about a supervisor's role as a completer of needed group functions. What do you recall as being key points in our discussion?

- a supervisor has an important role in determining the climate and attitudes of his group

- a supervisor can obtain considerable help from other members of the work group in maintaining the group's well-being

- a supervisor who shares leadership reduces the visibility of his power

- a supervisor who has a calm, rather stable group will probably find that he has less to do as a completer than one in a dynamic, changing group

- the more group functions his subordinates carry, the more time a supervisor has for putting his energy where it is needed

- a supervisor acts as a completer to maintain the group's well-being in such functions as:

membership--getting each member to feel a part of the group; getting the group to accept all employees assigned by management to it

goals--keeping task goals consistent with management's goals; keeping group other-than-task goals also consistent; making group members aware of goals

attitudes--supporting constructive attitudes, resisting attitudes that block superior work performance

Topical Outline	Action
5. Seeking change	5. Introduce: topic of change
a. Remedy vs. change	a. Define: remedy change Blackboard
- remedy: return to desirable pattern	
- change: move to new pattern	
- people tend to resist change imposed on them by others	

standards--supporting work-related, high performance standards; supporting standards that build a good working climate; seeking to change standards which limit productivity, learning, or creativity

structure--supporting leadership acts in other group members which strengthen membership, clarify goals, foster work-oriented attitudes, or improve group standards; adjusting one's own standards; adjusting one's own leadership acts to the situation

communication--listening, observing group actions and attitudes, observing effect of one's own actions on group, testing group's understanding of one's communications

5. We have been discussing diagnosis. We have talked about group functions, both task and group maintenance. We have talked to a limited extent about how we can give support to group functions that are being adequately performed.

   a. Now let's take a look at the steps that a supervisor would follow when a group has some fault that needs to be corrected. As we do this, we should keep in mind that we can look at change from two somewhat different points of view. In the first type of situation, we find that a group which was behaving the way we wanted it to has drifted away from our standards and goals. That is, we want to

   /Blackboard/ remedy

   a departure from a desirable pattern of behavior. In the second type of situation, a group is performing well, but you or management wants the group members to adopt a new procedure, accept a new kind of equipment, or in some other way adopt a new way of behaving. That is, we want to

   /Blackboard/ change

   them. Now in some cases the two may be rather alike but in others they might be quite different. In the case of remedy, we may find that the group itself has not intended to change its procedures, goals, or values. When the departure is pointed out, then the group's standards and goals will probably be ready to help you attain the desired remedy.

   However, when you seek to change a group you often will find that the group will resist a basic change that they feel is being imposed on them by you. That is, the group's basic goals, standards, and values may have to be modified before you will get a change fully accepted.

Topical Outline	Action
Notes for instructor to prepare for section 6, coming up	Instructor should familiarize himself with notes on facing page before attempting to conduct Section 6

/NOTES FOR INSTRUCTOR--apply to section 6 on next pages/

6. Incident Process Approach to Collecting Facts

Note to Instructor: An interesting course variation can be inserted at this point by using the fact-gathering phase of the incident process approach to cases. A brief description is found in the introduction to this unit in the last two paragraphs (8-3 and 8-4).

To facilitate use of the incident process approach, handout 8H6 has sub-parts printed as 8H6a, 8H6b, and 8h6c. Instructors using the traditional approach to the John Timonium case should use the standard 8H6 handout and destroy 8H6a, b, and c prior to handing out workbooks to participants. (After item b on page 8-29, skip to middle of page 8-32 to continue with standard approach to case.)

Instructors using the incident process approach should remove the following handouts from the participant workbooks prior to the seminar:

8H6 - The case of John Timonium (destroy)
8H6a- The situation
8H6b- Individual reports
8H6c- Duties of examiners
8H7 - John Timonium's conference
9H3 - John Timonium's problem
9H4 - The history of Timonium's work group

Have handouts at instructor's table, ready for use during session. When a question pertinent to a handout is asked, distribute the handout and allow time for reading. Some questions should be answered by the instructor. These will be principally clarifying responses. Be cautious about exceeding your information. It's better to say that you have no information on a point than to build facts on the spur of the moment.

/Now continue with the action and dialogue that follows/

Topical Outline	Action
b. Scientific method 1. Problem 2. Collect facts history situation 3. Diagnose 4. Alternative; consequences 5. Select action 6. Act 7. Evaluation	b. Ask: help me put scientific-method steps on Blackboard
Incident Process Approach--Skip to middle of page 8-32 for Standard Approach	
6. Incident process approach to collecting facts.	6. Say: the Timonium case will be with us for the next few hours Handout 8H6a distribute reading time: 30 seconds Say: an important early step in the scientific method of problem-solving is collecting facts
a. The situation	a. Say: anyone want to solve this problem based on what you now know?
b. Individual reports	b. In response to questions
c. The facts	c. In response to questions about duties of training work group
d. Record of conference	d. When asked if anything unusual has happened recently, hand out 8H7

b. Now, when a supervisor is faced with the need for remedy or change, social scientists suggest that he take the steps we have previously considered; that is, the steps used in the scientific method of solving problems. Would you please pull out your notes on that method and call them off to me so we can put them on the board again?

Blackboard

1. Problem--identify
2. Collect facts
    - history
    - situation
3. Diagnose
4. Alternatives; consequences
5. Select action
6. Act
7. Evaluation

INSTRUCTOR'S NOTE Leave list on blackboard for further discussion later.

Incident Process Approach

6. Only the barest of facts have been given you by Handout 8H6a. It happens that I know all there is to know about this situation, but I will only tell you what you ask. I will respond only to questions and will only give you information when you ask for it. Also, we will not enter into any discussion for a while. We'll concentrate completely on gathering facts important to this situation.

a. Who would like to know more about John Timonium's situation? I have considerable information available for you when you inquire.

b. You want to know how the individuals in his work group are doing? OK, here is Handout 8H6b.

c. You want to know what these claim examiners do? Well, here is a handout giving you the duties of Timonium's workers.
Handout 8H6c

d. Yes, something did happen. Timonium held a conference with his men to give them management's decision on a change in procedure. Here is a record of that conference.
Handout 8H7

Topical Outline | Action

Ask: would you like to role-play this conference?

Instructor: turn to notes on pp. 8-34 to 8-38 for comments you wish to insert

Say: your question indicates you want to know more about Timonium's problem and about the people who report to Timonium
Handout 9H3 and Handout 9H4

Refer to handout 5H1, "What Do We Mean by a Group?"

Continue with questions and your responses until all pertinent facts are known and your supply of handouts is exhausted; if out of time (over 30 minutes), point out or ask leading questions about significant areas that have not been covered

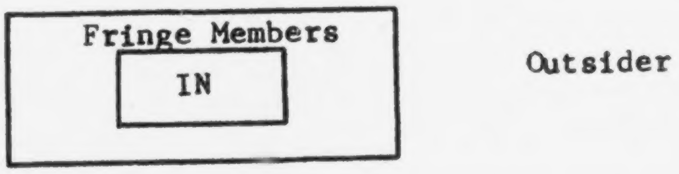
Discussion

(George,) I saw you nod; will you read the part of John Timonium? Responding to signals from group, assign all parts.

Now, let's read the part the way we think these people would have during Timonium's conference.

I just happen to have papers that tell you more about Timonium's problem and about the history of Timonium's work group. Handout 9H3 and Handout 9H4

Using the idea presented by 5H1, on group structure, let's see how Timonium's men fit into the drawing depicting group membership.



Where should we place John in this drawing? A?, D?, etc.?

Topical Outline	Action
e. Following through	e. Refer now to approach to the John Timonium case. Except for aspects already covered in the fact-gathering phase, most of the comments relative to the problem, diagnosis, and alternatives-consequences are pertinent for further discussion In session 9, follow the instructor's manual except for those comments covered adequately when 9H3 and 9H4 were presented during the incident process

--End of Session if Incident Process Approach was used--

/Standard Approach/

Topical Outline	Action
6. Collecting the facts about group task performance	6. Say: Timonium case will be with us for next few hours /Handout 8H6/ distribute Reading time: 2-4 minutes
a. John Timonium's problem, 8H6	Say: first step in scientific method is to identify problem; does John know he has a problem?

e. Referring again to the scientific method of problem-solving, we have handled #2, collecting facts about the situation. Now for further discussion, does John know that he has a problem?

Continue, using selectively the questions, responses, and procedures contained in the standard approach.

NOTE TO INSTRUCTOR Pick questions beginning on page 8-37.

--End of Session if Incident Process Approach was used--

Standard Approach

6. With this in front of us, let's now turn to a gentleman whose problems will be with us a number of times in the next several hours. I am going to give you "The Case of John Timonium." Handout 8H6 We will look at his case from several different points of view. Now, I would like to have you consider what steps John should take to discover the cause of his declining production record. At this time let's focus on the group's task behavior.

   a. If you have finished reading the case, let's go back to our list of the steps in the scientific method. First, does John know that he has a problem?

      Typical response

      - John knows that his production average has declined from 210 to 197 in 5 weeks.
      - Now, we want to advise John how to go about collecting the facts that he needs about his group's performance of their tasks.

Topical Outline	Action
b. Analysis of critical task functions -information-getting -forecasting -operation -storage -transportation -decision-making -phasing	b. Say: for second step, collecting facts, turn to page 2, 8H1 Ask: what questions might John ask himself in order to collect facts?

Note a methods analyst approach would be:

- -review all details of operation
- -break down into steps
- -challenge each step
  - why is it done this way?
  - have we changed our way?
  - is the change better?
  - where should it be done?
  - who should do it?
  - how can it best be done?
- -question
  - materials
  - equipment
  - layout
  - housekeeping
  - forms
  - storage
  - workplace
- -develop a better way
  - eliminate retrogressive changes
  - eliminate unnecessary reviews
  - eliminate unnecessary routing
  - combine and rearrange steps
    - find a better sequence
  - use preprinted forms
  - develop standard letters
- -install new system or remedy old one

Topical Outline	Action
7. Collecting the facts about group maintenance; next steps	7. Say: shift to analysis of group maintenance
a. Analysis of critical group maintenance functions	a. Say: delete from 8H6 "high morale"; assume that morale has declined Ask: how collect facts about maintenance factors? (see page 4, 8H1)

b. For the second step in the scientific method, I'd like to suggest that you turn back to handout 8H1, page 2. Using the "general list of critical task functions," let's see what questions John might ask himself in order to collect the facts he needs about the task behavior of his crew.

Typical questions

- information-getting:
  have other units changed or slowed the speed with which they give us data?
  are suppliers slower?
  do we need more data now?
- forecasting:
  should I re-estimate time needed per case?
- operation:
  is the work being routed differently?
  are we processing it differently?
  are the cases more difficult?
  are we getting new problems that cannot be handled routinely?
- storage:
  are we getting cases that involved old files?
  is it any more difficult to obtain files?
  are files being lost?
- transportation:
  is it taking longer to route files in our shop?
  is mail to us taking longer?
- decision-making:
  am I, or is one of my staff, slower in reaching needed decisions?
  am I coordinating work flow differently?
  have I withdrawn a delegation which is needed to speed work?
- phasing:
  are we receiving more specials that upset routine?
  have we changed the work order some way?

7. So far, we have looked only at the task behavior of John Timonium's work group. By making only a slight change in our data, we can make John's problem even more difficult.

   a. Let's strike from handout 8H6 the phrase that saysthat "You may assume that the group has high morale." Let's assume that John feels that the morale of the group has declined recently. Let's assume also that the procedures and workload are remaining the same. Let's see what questions John should ask in order to collect facts about group maintenance factors. How would you go about analyzing John's situation to assess the state of the group maintenance factors given on page 4 of handout 8H1?

Typical responses	Instructor comment
.Don't handout 7H2 and 7H3 give us what we want?	.What do the others think: How could John use these? These forms are more useful for analyzing group leadership than diagnosis of a total group situation.

Topical Outline	Action

- history
  - individuals
  - group
  - organization

- situation
  - individuals
    - supervisor
    - others
  - group
    - leadership
    - goals, standards, attitudes, membership
    - communication
  - organization
    - attitudes, climate
    - management goals

. What about: history situation evaluation?	. How would you apply this in John's case? What questions would you have him ask?
. I would have him look at group: goals standards attitudes structure membership communication	. What questions would you have John ask? (This list is good, but don't forget the need to analyze individuals as well as the group.)

/Points to bring out/

. history
- individuals
  - has one individual or more than one changed in some way? illness? home problem? or?
- group
  - have the relationships between members changed in some way in the recent past?
- organization
  - has the status of our group in the agency changed?

. situation
- individuals
  - has any individual changed significantly? has a group relationship change affected some individual? (membership vs. privacy)
  - has John (the supervisor) changed his leadership style in some way? has he changed in some other way? (coordination vs. non-conformity)
- group
  - has the leadership of the group changed? (not just the supervisor's, but others)
  - have goals
    standards)
    attitudes) changed?
    membership)
  - have communication patterns changed?
- organization
  - has some administrative or attitudinal change in our agency affected our group? (group climate vs. management goals)

Topical Outline	Action
b. John Timonium's conference	b. Summarize: we have reviewed possible questions /Blackboard/ task maintenance Say: now let's apply them /Handout 8H7/ distribute Say: let's read this together (You have an instructor's guide to help you. It contains text of 8H7 plus comments that you can use to encourage discussion.) Say: I would like for each of you to try to role-play the parts of John and his employees

b. We have so far outlined the kinds of questions that John should get answers to if he is to get the facts about his group.

/Blackboard/

Collecting facts
- group task functions
- group maintenance functions

Now, let's apply this to our case. When John Timonium finished collecting facts about his work group, he found that the trouble seemed to have started five weeks ago when he brought his five employees together to make an important announcement. I am giving you now "John Timonium's Conference--A Transcript." /Handout 8H7/

Let's read this together to see if we can pinpoint John's problem.

INSTRUCTOR'S GUIDE: John Timonium's Conference

In this section we reprint the material given in handout 8H7 and add in paragraphs labeled, "comment," material which you may wish to bring out in the discussions.

---

1. John: Fellows, I have just come from a conference with my boss. He is quite concerned about what he calls the loose practices we have had in authorizing signatures on correspondence. He assigned the problem to our methods analyst who reported today on a proposal.

To sum it up briefly, the methods analyst proposes that all correspondence to our suppliers be signed by my boss.

Comment: John starts out to give his employees information about a conference. However, when he uses the phrase, "loose practices," he does imply some criticism of the group.

Have a participant read each statement with the emphasis he thinks the original speaker gave it.

2. Employee A: We can't sign letters any more?

Comment: "We can't sign letters any more?"
(polite inquiry)

or

"We can't sign letters any more?"
(undercurrent of resentment)

Employee A's question appears to be a request for clarification. It is possible that something more lies behind his interruption.

3. John: You are asking if the methods analyst's proposal was adopted, I suppose. With one change, it was. Let me run through the proposal and then let me have your questions.

The proposal to have all correspondence signed by my boss was fought over. The boss decided that he would sign all letters which disallow payments and that I would sign other letters to suppliers.

Memos to fiscal section on disallowances must now be signed by me.

You may phone any of our suppliers when this is justified by the urgency of an order. However, the boss wants us to avoid running up telephone bills on long distance. You can, of course, continue to phone any of our shops.

Well, that's it. I hope I have covered it adequately. The boss thinks that this will pinpoint responsibility in our division. I know that it puts my neck on the line if anything goes wrong. However, I want to assure you that I will continue to depend on each of you as I have in the past. Of course, if we got a new worker I would have to be careful of his letters until he was trained.

Comment: John cuts off A's question firmly and continues giving information. He makes it clear that he is not consulting them. He is frank, open, even aggressive.

4. Employee B: Can we sign memoranda to the warehouse and other sections?

Comment: Employee B's question has a false front; it reveals none of his feelings or opinions.

5. John: Not memos to fiscal. Others asking for information, yes.

Comment: John's answer does not reveal his opinions either.

6. Employee C: If we need information in a hurry from a supplier, we can phone, but we cannot write.

Comment: Why is Employee C repeating what he has just heard? In any event, his statement reveals little of how he feels. Surely he must have feelings about this change.

7. John: You can write for my signature. Phone, yes. The boss will be watching to see that phone costs do not go up. Any other questions? (Pause)...

...Well, I guess I anticipated your questions, OK.

8. Employee A: Wait a minute, John. What did we do wrong? I have a feeling that we must have made some mistakes in past correspondence.

Comment: Employee A is now bringing up the real agenda of the meeting. He takes a safe approach, by not attacking the boss' decision and implying that he himself is to blame. This is a safe form of disapproval.

9. John: Of course, we make mistakes, but the boss was not critical. The methods analyst was only proposing a system to reduce the chances of error.

Comment: John remains objective and gives information. He seems quite unaware of the group's attitude.

10. Employee C: None of my letters ever brought in any protest. If they did, it wasn't brought to my attention.

Comment: Employee C is letting out some of his feelings, but only a little. His statement is defensive.

11. John: Right. The boss is looking to the future, not the past.

Comment: John sounds defensive. He is not dealing with the questions as to whether the group's errors have brought this change. Moreover, he is not trying to find out what employee A and C wish to communicate.

12. Employee A: Mm-hmm.

Comment: Now what does this mean? We can read into this comment almost anything.

13. John: Well, now that that has been settled....

Comment: John now is way off! He says that the matter has been settled, but the group is unsettled and disturbed.

14. Employee D: I assume that you will not mind if I comment about this. The boss and you can decide this, I'm not arguing that point at all. It seems to me, though, that the suppliers are used to working with us. When they have a question, they phone the guy who signs the letter. This will change that.

Comment: This statement is unfriendly. However, Employee D thinks that he is standing on safe ground from which he can indirectly attack the boss' decision. He implies that suppliers will suffer from change.

15. John: Mm-hmm.

Comment: If John up to now had been more open and receptive this type of reply could mean "go ahead, talk." In the present situation, the reply seems negative and certainly unresponsive.

16. Employee D: Am I wrong? I could be, but....

Comment: Employee D is appealing to John for help as he asks for clarification. Does he regret his previous statement?

17. John: This puts more of a burden on me. Actually, you will get fewer calls, so you will have more time to get the important part of your job done... handling claims. So, I don't say you're wrong at all.

Comment: John avoids dealing with Employee D's statement. His statement that he, not D, would be injured by the change certainly will not be accepted by the group. They will feel that he has gained something at their expense. This kind of reply blocks D from further participation in the discussion.

18. Employee E: I think I see what D is getting at--won't the suppliers call you and...well, you won't be able to know everything about a couple hundred cases a day, you see, so....

Comment: Employee E tries to be a harmonizer and offer an olive branch to both John and D,

19. John: We don't get too many calls....

Comment: John reacts defensively to E's peace offer. His reply is that he can do his job, thank you, period.

20. Employee A: Well, I do.

Comment: A is openly hostile now.

21. John: In any event, I think I can handle these for you. Of course, I will need your help. And, I won't act on a case without checking with you, if that's what you mean.

Comment: John does not deal with A's hostility; he disregards him completely. Instead, he sells the boss' decision and sells it hard.

22. Employee E: Well, we trust you John, but....

Comment: E waves the olive branch again.

23. John: Thanks.

Comment: John cuts down his lone supporter with sarcasm.

24. Employee A: Are we going to get a new employee?

Comment: A comes back to the attack. What does he mean by this statement? Is he saying that John had better get a new employee as a result of this unpleasant decision?

25. John: Now where did you get that crazy idea?

Comment: John returns hostility for hostility. He still does not know what is affecting the group.

26. Employee E: Well, I thought I heard you say you might.

Comment: Having learned his lesson, E no longer supports John but does support A.

27. John: Well, we're not. Now let's get back to the correspondence. Any more questions on correspondence?

Comment: John is beginning to show his irritation. He makes clear his feeling that the subject has been changed and he will have no part of it.

28. Employee A: Well, it's a fine reward for the work we've been doing.

Comment: Employee A is close to revealing the group's real attitude toward the decision. He feels that the decision has lowered his status. He obviously is upset and angry.

29. John: Is that a question?

Comment: John tries to put a stopper on any more statements like that by A.

30. Employee B: No question from me.

Comment: Is this acceptance of John's stopper or indirect support for A?

31. Employee E: We understand, John. I'm sure you would not have done this....

Comment: E is still attempting to pour oil on the angry waters.

32. John: Now wait a minute. I'm with the boss on this....

Comment: John feels he must defend his relationships with his boss.

33. Employee E: Of course, I know that, but, I mean that...well, we think that you'd stick up for us....

Comment: E is still trying hard to salvage something from the meeting.

34. Employee B: Speak for yourself, E.

Comment: B really has put the needle into John!

35. John: Now, what are you saying?

Comment: Ouch!

36. Employee A: We've got the word, I've no more questions.

Comment: A takes over leadership and tells the group to stop the discussion. He obviously believes that John is never going to deal with the real agenda. He now must feel that John gained in status at the expense of his subordinates' status.

37. John: If any of you do have questions now or later, come on over and I'll work it out with you.

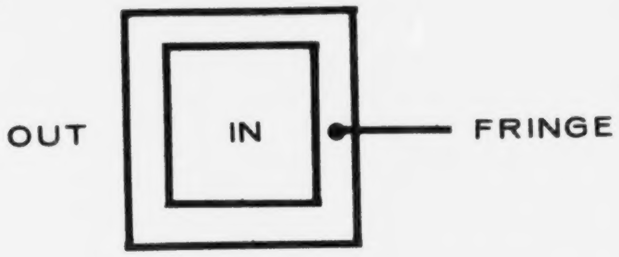
Comment: John feels that he has been unable to lick the group while they are together, so he offers to take them on one by one. Everyone leaves angry and disturbed.

CONCLUSION OF JOHN TIMONIUM'S CONFERENCE 8H7

Topical Outline	Action
c. Diagnosis	c. Diagnosis Say: let's diagnose Say: let's map our group using 5H1--in's, fringe, and out's /Blackboard/
status: loss communication: inadequate group standard: changed attitudes: decline supervisor: fails to listen fails to defend group less membership	
d. Alternatives; consequences	d. Remind group: next step is "alternatives; consequences" /Blackboard/ Say: we have our diagnosis; what can we do?

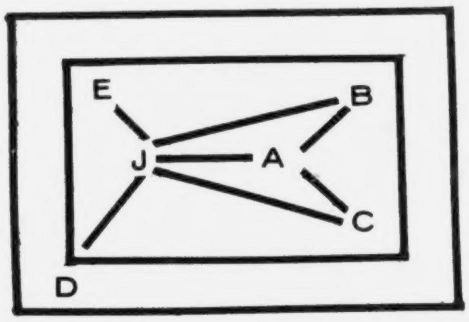
c. Now that we have analyzed John Timonium's conference, let's attempt a diagnosis. First, let's look at the work group itself. In handout 5H1, we read about the work group and we saw how we have an "in group," a "fringe group," and an "out group." Let's map our group:

/Blackboard/



Where would you put John, and A, B, C, D, and E?

/Typical response/



Now, what are the basic factors that you see coming out of the conference that had a direct, adverse effect on the group's maintenance functions?

/Typical responses/

loss of status
poor communication to employees
failure to listen to employees (by supervisor)
supervisor's failure to stand up for group
violation of group standard (delegation of relations with outside suppliers
employee's attitude toward supervisor changed
supervisor may have lost some membership in his group

d. Our diagnosis then is that John undermined group maintenance and that this had an adverse effect on group task performance. In our list of steps in the scientific method, after diagnosis comes consideration of

Topical Outline	Action
	/Cross-Reference/ This leads naturally into the subject of the next session: change.
	Say: we need to consider how we change individuals and groups; we will take this up next.

-- End of Session --

/Blackboard/ Alternatives; consequences

That is to say, what can we do about it and what will produce the best results. Well, we have our diagnosis, what is the remedy?

/Typical responses/	/Instructor comment/
He's in too deep	What can we do other than fire John Timonium?
Get the boss to rescind the limit on signing	What should John do if the boss stands fast?
Tell John to apologize to group	How would that affect production?
Tell John to wait; it will blow over.	How would that affect production? (Experience shows that the production would level off at the new low average.)

Change is needed. In order to consider what alternatives are open to us and what the consequences of them may be, we need to consider how we change individuals and how we change groups.

Change will be the subject of our next session.

UNITED STATES CIVIL SERVICE COMMISSION
Bureau of Training
Washington, D. C. 20415

SUPERVISION AND GROUP PERFORMANCE

INSTRUCTOR'S INSTITUTE

INSTRUCTOR'S STUDY GUIDE

Session 9

I. General comments

Change, the subject covered in this session, is probably more often attempted and less well-understood by the average supervisor than any other topic covered in this course. Throughout their lives, your participants will have been "directed" to make certain changes in themselves and their behavior; they in turn will have, at one time or another, "directed" other people to change. Few, if any, of them will have any understanding at all of the forces involved in bringing about change, either in individuals or in groups. As a result, you will find them quite interested in what you have to say about the subject. In fact, you will probably discover that their interest will require thorough preparation on your part -- they will raise questions and expect answers.

We have noted (Instructor's Guide, page 9-2) that the material underlying this section is buried in research reports or rather difficult-to-read books. Even so, you will find any time you spend on preparing yourself to respond to questions on this topic is time well spent.

II. Relationship to other sessions

This particular session ties in with a number of other sessions, both earlier and later in the course. At the very beginning of the session we note that there are areas which will be discussed later in session 13, and which can therefore be advantageously introduced at this point, or for which we can at least lay a foundation in this session. Then we move on to a consideration of the way in which the material in handout 9H1 could have been used in the Mrs. Smith case in session 4. In the process of discussing the Mrs. Smith case, the instructor has an opportunity to tie back to session 6, where influence was discussed, and to session 7, where we dealt at length with the diagnostic process. In similar fashion this session sets the stage for a discussion of the supervisor as "the man in the middle" -- the central subject of session 10. Finally, in this session, we have a workshop which affords the participants an opportunity to practice giving and receiving feedback. This same sort of practice will be made available again in session 14.

As can readily be seen, the intimate relationship which this session has with other parts of the course makes it mandatory that the instructor be thoroughly familiar with both this session and the total course design if he is to make the maximum possible use of existing interrelationships.

III. Purposes of the exercises

This particular session includes two different exercises, one of them specifically identified and briefed as a workshop, and the other merely a role-playing interview that is included in the discussion guide (page 9-13).

In the case of the interview, the objective is merely to demonstrate the factors which must be present if a supervisor is to be successful in orienting one of his employees to change.

The second exercise, Feedback to John Timonium (p. 9-28), has several purposes:

1. Overall, it orients the participants to the effects of "non-evaluative" feedback.
2. It affords the participants an opportunity to both give and receive feedback.
3. It sets the stage for a similar exercise to be conducted later, in session 14.

IV. Expected results of the exercises

The first exercise, the role-playing interview, will generally produce good results with respect to directing both the discussion, and the group's attention to the desired points. The instructor, by first interviewing Mr. Monarch, can "set up" the way in which Mr. Monarch will interview Mrs. Smith; in so doing, he can assure himself that the interview will go in the desired direction.

Several results should be expected in connection with the second exercise:

1. The participants will feel ill at ease in both roles -- regardless of whether they are John or his boss.
2. Most bosses will have a great deal of difficulty in trying to get their point across without evaluating John and his behavior.
3. The second run of the exercise will go better than the first.

V. What the exercise results mean

The second exercise is one in which the overall results are best understood as a whole, rather than split into separate items. This exercise, as well as the parallel one in session 14, has been included to provide the participants with an opportunity to practice a difficult skill under conditions where no penalty attaches to poor performance. The reason why most participants, either in the role of John or the boss, feel ill at ease in this exercise is a culturally centered one -- in our society we seldom give or receive non-evaluative feedback. In almost every case, when we talk to another person about his (or our) mistakes and problems, the entire session centers around what he did wrong. Accordingly, your participants will almost universally enter this exercise with a very definite mental set -- they are either going to be "chewed out" or they are going to "speak to" one of their wayward employees. Since these are always emotion-charged experiences in "real life," the participants tend to carry their normal uneasy apprehensions into the exercise with them. Small wonder, then, that they are ill at ease, or that the bosses have difficulty getting their point across.

The second run of the exercise will almost always go better than the first, for two reasons: The two role-players, as a result of just having played the opposite role, will have greater empathy for each other's positions than was the case during the first run, and the "boss" for the second trial will have had the benefit of the advice and observation of a neutral third party. Hopefully, both of them will also have learned something from their experience.

VI. Problems or difficulties inherent in this session

It is quite possible that during this session a participant may raise a philosophical question and ask you by what right you set out to "change" another person. This is a ticklish thing to deal with, and a possible problem that you should think about beforehand. There is one safe and defensible line of defense -- you are, after all, attempting to change an individual's behavior and not his personality. Since it is his behavior that affects the work group, and his behavior (and that of the total work group as well) for which the supervisor is responsible, bringing about necessary changes in an individual's behavior is well within the limits of proper activity for a supervisor.

A second problem that frequently arises with respect to this particular session is one of procedure. Experience has shown that participants have a tendency to become confused over their assignments for the second phase of the feedback exercise. You will probably find it necessary to watch them carefully to make sure that they actually switch both roles and groups.

SUPERVISION AND GROUP PERFORMANCE

Session 9

Bringing About Change

Purpose

Your objectives: (1) introduce your group to social science concepts about effective means of bringing about change in individuals and in groups, (2) build in them some feeling for the effect of their change efforts upon their subordinates, and (3) give them an experience or two to underline these things.

Time required

3 hours

Plan

1. Goals for change
   - in the Timonium case
   - individual vs organizational goals
2. Changing individuals (9H1); the case of Mrs. Smith (4H3)
   - how situation appears to Mr. Monarch
   - what kind of a person is Mrs. Smith?
   - what other factors affect situation?
   - steps to change?
   - trust
   - Mrs. Smith's motivations
   - orientation
   - evaluation
3. Summary
4. Changing groups (9H2); the case of John Timonium (8H6 and 8H7)
   - John's role
   - estimate of situation
   - collecting facts
   - driving and restraining forces
   - plan for John
5. Influence
   - trust
   - workshop
   - engineering consent
6. Summary

Notes

This session will test how well your participants have absorbed past information in this course. We are brought up being told what to do. We become adults telling others what to do. So, when we talk here about how to change others, well, what's wrong with telling? Even if your participants can quote the concepts of change accurately, you will commonly find that they ignore the principles when they are asked to give feedback to John Timonium about his poor supervisory practices. Your are likely to find that you will be lucky if you can just get your group to question the validity of their present methods of bringing about change.

You will undoubtedly observe another interesting phenomenom. A survey in a large agency showed that supervisors are concerned about employees' resistance to change. When you try to get them to change their methods of bringing about change, however, you will find that they, like their subordinates, also tend to resist change.

This adds up to advice to you. Use the methods that the course teaches! To bring about change in your group, try applying the concepts in this session to them.

Materials

Blackboard or similar device

Handouts:

9H1, The process of change
9H2, Bringing about change in groups
9H3, John Timonium's problem
9H4, The history of Timonium's work group
9H5, Steps to bring about change in work groups

Preparation for instruction

The material underlying this section is buried in research reports or rather difficult-to-read books. However, you may wish to run over Chapter 12, "Introducing Change," in this book:

Strauss, George, and Leonard R. Sayles
Personnel, the human problems of management. Prentice-Hall, 1960.

You will be going over the case of Mrs. Smith again. You may want to refresh your memory about details of that case and have a copy of handout 4H3 readily available.

You will also go over the John Timonium case again. You may want to have handouts 8H6 and 8H7 readily available, also.

Plan how you will handle the "giving feedback" workshop. You will need to break participants into groups of 3 and spread them out a bit so they will not interfere too much with each other. Also, you need to be ready to handle the "bosses" when you call them to the center of the room. What will you say to them? Run through the exercise to make sure you have the staging down pat.

Topical Outline	Action
1. Goals for change	1. Make transition to topic: change
a. In the Timonium case, 8H6, 8H7	a. Ask: what changes did John Timonium seek? /Blackboard/ /Cross-reference/ In session 13, areas that can be changed include: knowledges skills work methods productivity procedures areas that are difficult to change: intelligence motivation values goals emotions relations with others
b. Individual goals or organizational goals	b. Ask: how will individuals benefit from changes John seeks? /Blackboard/

Discussion

1. In our last session, we looked at approaches a supervisor may take to be a completer of needed activities in his work group. Throughout our discussions, we noticed constant interaction between individuals and their supervisor and between the group and the supervisor. In this session, we will examine the processes of interaction that lead to change in both individuals and groups.

   a. Think back to the case of John Timonium. John's goal was to try to get his group to accept a change which management wanted. Now, in order to do this, John had to try to bring about a number of changes in the individuals in his group and in the group as a whole. Let's take a census of the changes John sought.

   /Blackboard/

   Change in individuals

   Change in group

   What change is John likely to try for at this time?

   /Typical responses/

   Changes in:
   individuals
   knowledge of manual
   following orders
   following procedure
   rate of work
   moving mail out

   Changes in:
   group
   work flow
   who signs what
   delegations of authority
   authority to make decisions
   status levels in the group
   relations of group to John

   b. Now, as John seeks to bring these changes about, some of them may benefit individual employees and some may benefit the organization. I think it would be interesting to compare these two kinds of benefits:

   /Blackboard/

   Benefits from change

   To employee

   To organization

   Think of John living with and working with his group. Over a period of time, how will individual employees benefit from John's efforts to change them?

   If John succeeds in changing his employees, how will management benefit from his efforts?

Topical Outline	Action
	Ask: how will management benefit from changes John seeks?
. employee: development of skills new knowledges more challenging assignments promotion opportunities less criticism more comfortable relations	
. organization more production better coordination policies and procedures are followed better attainment of mission	Say: the lists of benefits are different
	Say: sell change to manager by showing organizational benefits
	Say: sell change to employees by showing individual benefits
2. Changing individuals (9H1); the case of Mrs. Smith (4H3)	2. /Handout 9H1/ distribute Reading time: 15-20 mins.
a. How situation appears to Mr. Monarch	a. Say: analyze how Mr. Monarch should have handled case
	Say: try out steps in 9H1; plan to avoid arousing Mrs. Smith's resentment
	Ask: how does situation appear to Mr. Monarch?

/Typical responses/

Benefits from change to the employee:

- greater self-confidence
- see self more realistically
- new knowledges or skills
- growth, maturity
- improved relations with others

Benefits to the organization:

- get more production, creativity
- obtain support for management policies
- get employees to follow procedures
- get employees to seek organization's goals

The lists of benefits for employees and for management are different. They are different because the goals of individuals and the goals of management are not the same. As a result, change should be introduced to a manager by showing primarily what good it will do for the organization. Change must be introduced to most workers by showing what good it will do for them.

2. Let us now consider the steps to bringing about change in individuals. Social scientists have studied this problem for some years now and have reached some conclusions which are summarized in "The Process of Change." /Handout 9H1/ After you have read it, I will ask you to apply the approach outlined in it to a case.

   a. I think you remember well the "Case of Mrs. He[illegible]a Smith, Laboratory Worker," handout 4H3. Let's analy[illegible] how Mr. Monarch might have handled the proposed change in ass[illegible]ment. Let us try out the procedures outlined in handout 9H1, to see if we can arrange the shift without arousing Mrs. Smith's resentment.

   Let us first look at Mr. Monarch. How does the situation appear to him?

   /Typical responses/

   - Mr. Monarch hears Mrs. Smith goofed off.
   - He believes she needs more work.
   - He finds that technological changes will leave her time half-unused.
   - He finds that the Metabolic Division could use other half of her time.

Topical Outline	Action
. Mrs. Smith goofed off, not busy . Work diminished by half . Metabolic Division needs help	
	Ask: what changes will Mr. Monarch want? Why?
. What change? keep Mrs. Smith busy	
. Why change? efficiency coordination avoid blame set example	
b. What kind of a person is Mrs. Smith	b. Say: move to step 2, 9H1-8 Ask: what does Mrs. Smith's record show?
. Record 1967--complaint 1968--moved to lab 1968--$25 suggestion resentful of discrimination	
. Feelings, attitudes unaware of job change (?) member, Microbiology non-member, Metabolic projection: move is discrimination (?) anxious about job (?) reacts emotionally	Ask: what are her feelings; attitudes?
c. What other factors affect situation?	c. Say: move to step 3, 9H1-9

Discussion

If Mr. Monarch takes the first step in the steps to change listed on pages 9H1-8, and 9 what change will he say that he wants and why?

/Typical responses/

What? Mr. Monarch wants to assign Mrs. Smith enough work to keep her busy.

Why? Mr. Monarch is strong for efficiency.
He wants the organization to run smoothly.
He probably believes that he would be blamed if his supervisors found that an employee was under-utilized.
He wants to set an example for the other supervisors who report to him.

b. Let's take step 2. What kind of a person is Mrs. Smith? What is likely to motivate her to change?

/Typical responses/

What kind of an employee? The record shows:

- Mrs. Smith filed a complaint in 1967
- She transferred to lab in 1968
- In 1968, she received $25 suggestion award
- She still has some resentment left from her discrimination charge when she was in Service Division.

What kind of an employee? Her feelings and attitudes?

- Mrs. Smith is outwardly showing no signs that she is aware her job is declining.
- She feels membership in the Microbiology Division; she has no ties to Metabolic Division.
- If she feels that this change is not desirable, she will feel that this is new evidence of discrimination.
- She may be aware of the declining workload and therefore tense and worried.
- She is likely to react emotionally rather than logically to an unwanted change.

c. Let's look at step 3 in handout 9H1-9. What other factors affect the situation?

Topical Outline	Action
. Competition with two white employees for stable assignment	Ask: what other factors affect situation?
. Only her job is declining	
. Less seniority	
d. Steps to change?	d. Say: move to step 4, 9H1-9
. Move Mrs. Smith	Ask: what alternatives are open to Mr. Monarch?
. Move another	Ask: consequences?
. Participation by all three	
. Timing	Say: assume Mr. Monarch will talk to three women
. Trusted person (supervisor?)	Ask: how approach Mrs. Smith; how take step 5?
. Clear communication (frank, honest, appropriate)	

/Typical responses/

- . Two other lab aids in Microbiology are white.
- . It would not be feasible to rotate all 3 aids to Metabolic Division for half-day jobs--improper job continuity.
- . Mrs. Smith's job is the only one that has a declining workload.
- . Mrs. Smith has less seniority than the others (it appears from statement).

d. Step 4 on 9H1-9 is "What steps should you take to bring about change in this employee?" What are the possible alternatives open to Mr. Monarch?

What are the consequences of such alternatives?

/Typical responses/

- . Move Mrs. Smith--difficult but fair.
- . Move another worker--how will she react? Does not seem fair.
- . Explain situation to all three, ask for advice; then decide--fair to all three, gets participation. Will they think it reasonable for management to consult them on this type of action?

Let's assume that Mr. Monarch decides to explain the situation to the three women involved and seek to involve them in the action of moving Mrs. Smith. He still has to approach Mrs. Smith. How does he take step 5? How does he orient Mrs. Smith to the need for change?

/Typical responses/	/Instructor comment/
. He should wait for a favorable time to talk to her.	. Please give us an example of a favorable time.
. He should just call her in and tell her frankly, not be indirect or vague.	. What would Mrs. Smith's reaction to him be?
. He should get her supervisor to orient her.	. And, what should he do? How would he do it?

Topical Outline	Action
e. Trust	e. Say: let's try out an interview: Monarch-Smith Select: two Brief Mr. Monarch by interviewing him
	Start interview 3-5 minutes, stop Ask: what about this interview?
. Empathy	Ask: what problems make interview difficult?
. Mrs. Smith must be ready to listen	Ask: what relationships must he develop?
. Mrs. Smith must trust	
. Avoidance of distortion (rationalization, projection, blocking, etc.)	

Discussion

Let's try an interview of Mr. Monarch with Mrs. Smith. Let's have one of you take the role of Mr. Monarch and another the role of Mrs. Smith. Then Mr. Monarch will try to orient Mrs. Smith to the need for change.

Now, you are Mr. Monarch. Before you meet with Mrs. Smith, I'd like to interview you.

/Sample interview/

Instr. "Mr. Monarch, I hear you've called in your three lab aids. May I ask why?"

M. "(Reply)"

Instr. "I see. What do you propose to do at this meeting?"

M. "(Reply)"

Instr. "Well, suppose that none of them want to take the swing job between the two divisions. What do you think you will do?"

M. "(Reply)"

Instr. "Thank you, Mr. Monarch. I wish you luck in your meeting."

Thank you very much Mr. Monarch. Proceed with your interview with Mrs. Smith....

Let's stop the interview now and ask for some comments. What do you think of the interview? What are the fundamental problems that Mr. Monarch faces when he interviews Mrs. Smith? What must his relation to her be and how must she feel about him?

/Typical points to bring out/

- Mr. Monarch must be able to communicate with Mrs. Smith. He must have empathy with her in order to do this.
- Mrs. Smith must be ready to listen to him. She will not be able to listen if she is upset or tense or worried.
- Mrs. Smith must trust Mr. Monarch or she will translate what he says incorrectly. For example, she may hear "I'm going to move you" as "You are inadequate."

Topical Outline	Action
f. Mrs. Smith's motivations	f. Say: look back at Handout 4H6 Ask: what motivations can Monarch use? (4H6-5)
g. Orientation . Work group . Job . Resources (supplies, etc.) . Training . Special problems (if any, as security)	g. Ask: what can Monarch do to make first days less threatening? (step 6 on 9H1-9) /Cross-reference/ Session 11 will treat the new employee more completely.
h. Evaluation . Production rate . Rate of adjustment . Attitudes	h. Say: step 7 seems clear; step 8 we will cover later; step 9 is clear Ask: how evaluate? (Step 10)

f. In orienting Mrs. Smith, Mr. Monarch should, of course, be motivating her toward change. Let's look quickly at handout 4H6, page 5. From this list of motivations, which could Mr. Monarch expect to fit Mrs. Smith?

/Typical responses/

- Maintaining friends
- Maintaining membership in work groups
- Conforming to work group standards
- Avoiding being alone
- Success
- Pride
- Avoiding feelings of inferiority
- Avoiding anxiety
- Self-respect

g. Assuming that Mrs. Smith is oriented to the idea of change, let's consider, briefly, what Mr. Monarch might do to make her first few days less threatening. Step 6 of handout 9H1-9 puts it this way, "Let employee try out new way without penalty." Well, how do we do this?

/Typical responses/

- Avoid requiring her to attain full production until she is adjusted.
- Introduce her to employees of Metabolic Division.
- Show her where equipment and supplies are.
- Drop in on her frequently to see how she is doing.
- Ask her for suggestions about her new work.
- etc.

h. Step 7 is "allow time for adjustment to change." That seems clear enough.

Step 8 is "reinforce new skills, knowledges, and attitudes." We will go into these processes shortly.

Step 9 is "put employee on his own." That seems clear enough.

Step 10 is "evaluate both change process and the new way." How would you do this?

/Typical responses/

- Mrs. Smith's production after change.
- The speed and completeness with which she adjusts to her new job.
- Her attitude toward her new supervisor and to Mr. Monarch.

Topical Outline	Action
3. Summary, changing individuals . Resistance to change . Steps to change Look at self Look at employee Look at situation Plan change Orient to change Let try out Allow for adjustment Reinforce learning Put on own Evaluate Employee Change process . Supervisor Responsible to management for effecting change Must be flexible in role and plans Must create trust Should act in employee's interest foster growth help to use his potential	3. Summary
4. Changing groups (9H2); the case of John Timonium	4. Say: let's turn to bringing about change in groups
a. John's role	a. Handout 9H2 distribute Reading time: 7-10 mins. Say: let's apply 9H2 to Timonium, 8H7 Say: go back to time he first saw methods analyst's report
NOTE If fact-gathering phase of Incident Process used, treat this handout as a review.	Handout 9H3 distribute Reading time: 5-10 mins.

Discussion

3. Let us summarize what we have discussed about change so far and draw some conclusions.

/Typical points to be brought out/

- people tend to resist change imposed on them from without
- those who seek to bring about change should analyze themselves, the persons to be changed, and the situation
- a supervisor has the responsibility from management for orienting, motivating, and guiding employees during the processes of change
- a supervisor should remain flexible during a change; he should be prepared to obtain employee participation and modify his plans to fit new approaches
- employees will not participate effectively unless they feel that management believes they have real contributions to make and that management will act on their contributions and suggestions
- a supervisor's effort to obtain change in an individual should foster growth, development, flexibility, and maturity in that individual
- a supervisor will be more effective in bringing about change when the employee feels that the supervisor is trustworthy and dependable.

4. So far, we have dealt largely with bringing about change in individuals. Now, let us turn to the changing of work groups. I'd like you now to read "Bringing About Change in Groups." /Handout 9H2/ After you have read it, we will apply the concepts stated in it to a case.

   a. Let's apply the principles we have been reading about and discussing to a situation we talked about before. Look back to "John Timonium's Conference." /Handout 8H7/

   Let us assume that John might have fought for a different approach when his boss presented the methods analyst's report. Let us read an excerpt from that report in "John Timonium's Problem." /Handout 9H3/ As you read this, please plan what you would have done if you had been John. Remember, you are now back with a group that has high morale and good production. You want to make a change but you want to avoid the disastrous effect that followed John's unfortunate conference. You have not had a conference, yet. You are starting again at the beginning of the effort to make a change. After you have your plans made, we will discuss them.

Topical Outline	Action
	Say: assume return to time group had high morale, high production; plan what you would do to avoid John's errors
b. Estimate of situation	b. Ask: your estimate of situation before meeting with boss; after reading SH7?
. Boss satisfied with group's production	
. Group's standards are firm	
. Need more data for diagnosis	
c. Collecting facts	c. Ask: what facts do we need?
. Membership	/Blackboard/
. Group goals	/Cross-reference/ Collection of facts is one step in scientific method--see session 7
. Group Standards	
. Attitudes	
. Structure	
. Communication	

b. Before we take up your plans, let us review the data that enables you to plan. What is your estimate of the situation just prior to your meeting with your boss and after you have seen the methods analyst's report?

/Typical responses/

- We don't know what a good day's work is, but management seems satisfied with the claims examiners' production.
- The small differences in production rates indicate a strong group standard.
- We don't know how the group feels. Until the conference, the case sounds as though they had good morale.
- We need more information, but I'd guess that the group was a good one and that they accepted John's leadership.

c. Let's see if we can develop a picture of John's unit just before the change. What facts do we need?

/Typical responses/	/Blackboard/
. Membership (to what extent do employees feel a part of group, how is membership shown in group?)	Membership
. Goals (reaction of group to demands of their work, acceptance of individual goals, group goals?)	Goals
. Standards (for a fair day's work, for accuracy, for joking, for office conduct, clothing, etc?)	Standards
. Attitudes (how do they feel about the group, about John, about management, about their goals and standards?)	Attitudes
. Structure (who is a member of the "in" group, who makes up the fringe and outs, who plays what role, who are natural leaders, who has most status, who likes or dislikes whom?)	Structure

Topical Outline	Action
d. Driving and restraining forces	d. Say: we need group's history Say: as you read history, think of driving and restraining forces
/Note/ If fact-gathering phase of incident process used, treat this handout as a review.	/Handout 9H4/ distribute reading time: 5-6 mins. Say: let's look at driving and restraining forces Say: look at fig. 3, 9H2; 5 weeks ago, group hit 210 cases a day /Blackboard/ Say: rate pushed up by driving forces /Blackboard/ and down by restraining forces /Blackboard/
. Use in bringing about planned change	Say: target is to get claims examiners to give adequate instructions, move mail promptly Ask: what are driving and restraining forces in John's group?

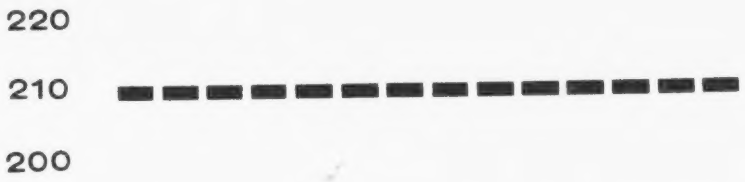
- Communication (easy, difficult, friendly, hostile, joking, serious, etc.?)

Communication

d. We do not have all the facts that we need about John's group. We lack information about the history of his group. To Plug this gap, I'd like to have you read "The History of Timonium's Work Group." /Handout 9H4/ When you have read it, we will look at driving and restraining forces in John's group....

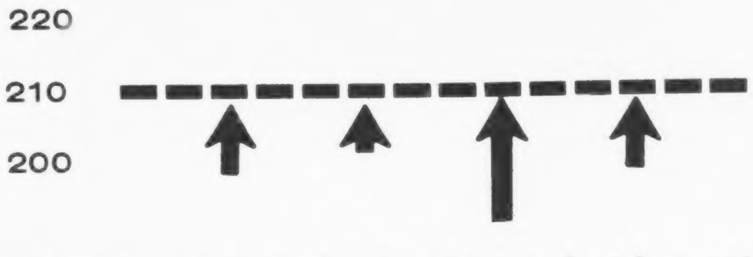
Have you finished your reading? We ought now to be able to identify the driving forces and the restraining forces in John's group. Look at figure 3, handout 9H2. The group's production five weeks ago was 210 cases a day.

/Blackboard/



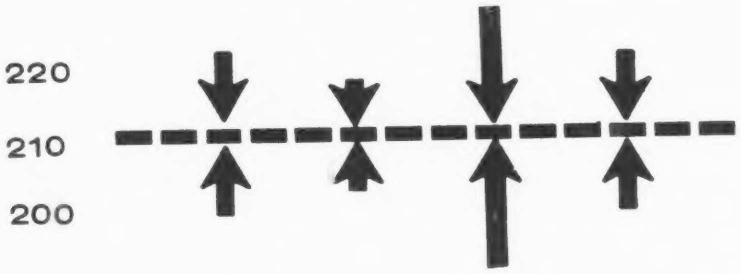
Now, if there had been no change, the group would have gone on week after week maintaining its standard. Figure 3 shows that there are forces in the group which would tend to drive the average production rate up:

/Blackboard/



and there are other forces which restrain the production rate from going up:

/Blackboard/



We know from our reading that John's group did change. Now, we are interested in the driving and restraining forces because we want to plan a change in John's group. We do not want change to occur by chance, we want change to occur and to take place

Topical Outline	Action
• Driving forces John's push Respect for him E's harmonizing Group cooperation Group competition Group disapproval of low production Concern about suppliers	/Blackboard/
• Restraining forces Resistance to John Reservations about him A's competition with him D's fringe status Group's low status Limit on competition Lack of concern for procedures	
e. Plan for John	e. Say: now we are ready for your plans Ask: what restraining forces would you tackle first? Ask: how?

in the direction we want it to go. We want to overcome the practice of our claims examiners of giving inadequate instructions to our suppliers, and we want to have them move mail addressed in error promptly to the proper office.

So, let's look at the driving and restraining forces in John's work group. Let's put them on the blackboard. What are they?

Blackboard

Driving forces:	Restraining forces:
John's push Respect for John	Resistance to John's push Reservations about John
E's harmonizing Group cooperation	A's competition D's fringe status
Competition for status Disapproval of low production	Group's low status Disapproval of competition in production
Concern about supplier relations	Lack of concern about shipping instructions

e. Handout 9H2 recommends that a supervisor seeking change should try to weaken restraining forces. This brings us to your plans. I asked you to think back to John's situation before he got in a mess and to plan how he could bring about change in his group. Now we have on the blackboard a list of restraining forces. From your plans and from this list on the board, what restraining forces would you think that you would tackle first if you were in John's shoes?

Typical responses	Instructor's comment
• Lack of concern about shipping instructions.	• How does one tackle this? (Give them the methods analyst's report?)
• Reservations about John.	• If I am John, how do I get more acceptance?
• I thought of using the methods analyst's report but regard that as a driving force.	• Good point. It can become a driving force. How could John avoid making it a driving force?

Topical Outline	Action
	Say: what steps should John have recommended (after seeing methods analyst's report)?
- Get group participation in solving problem - Consult boss on proposed action - Keep group informed on plans for change - Allow time for them to adjust to proposed change - Install new plan; let them try it out without penalty - Follow-up to be sure new way is followed - Discontinue close observation when new way operates well - Evaluate new way and John's technique in change process - Keep boss informed; keep group informed	

Discussion

Let's go deeper into your plans. John went to a meeting with his boss and heard a critical report by a methods analyst. John felt that some change was necessary. What steps to change should he have recommended to his boss at that time?

Typical responses	Instructor comment
His boss bought the report. John would have to sell the decision.	But before the boss bought the report, what approach should John have recommended?
I would have argued that the methods analyst had failed to tackle the problem of the errors by the claims examiners.	If he accepted that, how would you have gone about changing them?
I would have recommended that the boss give me time to work this out with my claims examiners.	And if he said "yes," what would you have done?

Points to bring out

- Present the methods analyst's findings as facts (not his recommendations) to the group. Avoid any critical or censuring tone.
- Encourage the group to recommend to John practices that would insure regular inclusion of shipping instructions.
- Discuss group's proposals and John's plan with (John's) boss.
- Tell group of approval, have them install new practices, move slowly.
- Avoid criticism of mistakes made in initial stages.
- Follow up to see that practices are being observed.
- Put group on their own when new procedures are working well.
- Evaluate how well the practices are meeting the problem.
- Report back to group and to boss.

Topical Outline	Action
5. Influence . People like you . See you as helpful . Accept you as leader . See you as effective knowledgeable skillful gets results . People feel you respect them	5. Summarize data from previous discussions on influence /Cross-reference/ Influence was previously discussed in session 6.
a. Trust . Fair treatment Equitable Objective Integrity Protective Open, above-board Listens to others . Competence Sound decisions Knowledgeable, skillful Human relations Understands others	a. Say: in Mrs. Smith case, in Timonium case, trust also was important /Blackboard/ What builds trust?

5. We have been talking about how a supervisor can influence members of his work group. Now, in previous sessions, we have considered a number of factors which strengthen a supervisor's influence in his group. For example:

   - A supervisor has personal influence when people like him.
   - A supervisor who is liked will usually be heard by his group as trying to be helpful; one who is not liked may be regarded as unfriendly even when he tries to be helpful.
   - A supervisor has influence when employees regard him as a leader.
   - A supervisor who is an effective leader will be listened to when he speaks; one who is a weak leader may be disregarded.
   - A supervisor has personal influence when he has knowledges and skills that others lack.
   - A supervisor who is knowledgeable or skillful in the area in which he is offering advice will be listened to more respectfully than one who is less knowledgeable or skillful than the group he supervises.
   - A supervisor will have influence who makes the group feel he is acting in their interests and that he respects their personal dignity.

   a. Now, in the case of Mrs. Smith, we saw another factor which was important in supporting a supervisor's influence. A supervisor has more influence when his employees trust him. This seems to be a factor in the Timonium case, also. So, the question now is:

   /Blackboard/ Trust

   What builds a feeling of trust between a supervisor and his work group?

   /Typical responses/

   - Fair treatment
   - Objectivity
   - Listens to employees
   - Understands employee needs
   - Integrity
   - Stands up for them (to management, etc.)
   - Competent
   - Sound decisions
   - Open, above-board
   - Lets us know what's going on

Topical Outline

b. Workshop

/Cross-reference/
Similar feedback is given in session 14 (see 14H1).

Action

b. Say: let's try our skill in influencing

Workshop: Feedback to John Timonium
1. Purpose: Orient to feedback effects
2. Time: 20-25 minutes
3. Plan
   - Identify desired changes in John
   - Split into threes
   - Each selects boss, John, and observer
   - Feedback to John, 5-6 mins.
   - Bosses meet with you
   - Each observer helps John take boss' role
   - Old bosses to new groups in John's role
   - Feedback, 5-6 minutes
   - Analysis of workshop
4. Materials
   - None

Ask: what changes will boss want in John?

/Blackboard/

Say: divide into 3's

Say: each selects a boss, a John, an observer

Say: start; observe; watch steps

Stop: 5-6 minutes; until John feels impact

Say: Bosses come here; observer and John discuss; John can take boss' role effectively

Discuss John's reation with bosses

Say: Old boss becomes John in a new group. Observer stays observer

b. All these factors that seem to increase a supervisor's influence seem to be strongly affected by his ability to communicate. At this point, I'd like to have us try out some of our own communication skills.

We have enough data from the Timonium case to conclude that John himself needs to change, and that he needs help from his boss. Let's list on the blackboard the directions in which he would like to see John change. What do you suggest?

/Blackboard -- typical responses/

- Better supervisor
- More skillful in feedback
- More frank with his men
- Better able to initiate change
- More aware of men's feelings

OK. This is our charter. I want some of you to take the role of the boss who wants to help John to achieve these changes. Let's divide into groups of three.

Now, each group: please select one of you to be the boss who wants to communicate the need for change. Select another to be John, who is to get the word. The third person is to be an observer.

Have you selected your boss and your Timonium? Observers, please watch carefully the steps that your group takes. Start your discussions now....

Let's stop now. All those who are taking the role of the boss please come to this part of the room with me. Observer and John, please discuss the interview you have just been in and discuss how it could be done better. After you have worked out a better approach, each John will then take the role of the boss and will give feedback to a person newly assigned to the role of John. Is that clear? Observer stays observer. John becomes boss.

While John and the observers are working out their new approach, let me ask you bosses," how did John react to your efforts?"

If the new boss is ready, let's get new groups. I want the old boss to go to a different group and take the role of John. The observers stay where they now are. The old John becomes a boss. Any questions?

Start your interviews.

Topical Outline	Action
	Say: start again; observers, watch the steps this time.
	Stop: after 5-6 minutes have the groups stop and return to their places.
	Ask new boss: what did you do differently; why?
	Ask observers: how did second interview differ; why?
	Ask new John: how different was your boss from you?
. Difference between first and second interview	Ask new boss: how did you feel about observer's advice? (They were giving you real advice!) How did their help compare with that your old boss gave you?
c. Engineering consent . Consultation, helping is acceptable from peers, consultants, and outsiders . Advice from superiors may be threatening . Skill in feedback can be developed through practice . Pressure to change often results in tension, resentment	c. Draw conclusions about experiment

Let's have a report now about the changes that the observers and the new bosses agreed upon. What approach did you decide to make to John that might be more helpful?

Observers, what changes did you notice in the second interview and how did you feel about them?

Those who were John the second time, what differences did you observe between the man who interviewed you and your own performance?

Those who were the boss the last time, tell me this: How well did the observers counsel you? In their helping of you, did they follow the techniques they recommended to you? How did you feel about them as helpers as contrasted to your boss as a helper?

/Points to bring out/

Contrast between old boss and observer's help to John. In most groups:

- John feels some resentment at boss' counseling.
- Bosses often bring more direct pressure on John.
- John, as a new boss, often asks for help from observers; he usually does not ask his old boss for help.
- New boss usually feels that observer brought no pressure; usually feels some pressure from old boss.

c. This experiment illustrates some of the problems a supervisor faces in initiating change in a group. For example:

- Most people in this exercise accept helping comments of the observers easier than they accept the comments of their "bosses."

  Advice from consultants, peers, and others in a helping role is usually less threatening than advice from a supervisor, boss, or other person having authority over you.

- Most people report that the second interview was superior to the first.

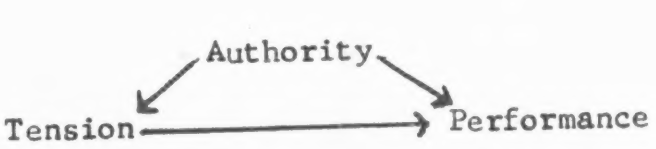
  Skill in feedback can be improved; it can be learned.

Topical Outline	Action
	Blackboard chart No. 1, 6H7
	Ask: how communicate with John about supervision?
. Share problems . Listen . Trust . Set example	
	Say: groups act similarly; pressure produces tension
	Say: figure 3, 9H2; reduce restraining forces
6. Summary; changing groups	6. Summary
. Groups are stable	
. Groups resist change	
. For change Unfreeze equilibrium Reduce restraining forces (increase driving forces?) Refreeze group in new way	

- If a group feels defensive when the boss starts communicating, how will it react to his efforts to initiate change?

This of course, goes back to a concept that we considered in handout 6H7.

/Blackboard/



Let's apply the diagram to your interview. What happens if I, the boss, tell John that he's a lousy supervisor?

/Blackboard/ Tell → Pressure → Resentment

If John reacts to pressure with resentment, what can I do? How can I communicate about his inadequate supervision in such a way as to get his interest and cooperation in improving?

/Points to bring out/

- Getting him to share his problems with me
- Listening to his problems
- Building his trust in me
- Acting toward him as I would have him act toward his group

Groups react somewhat similarly. If you bring pressure on them, they tend to develop anxiety and tensions. They may resist your efforts to bring about change because of this anxiety. As we indicated in our discussion of figure 3 of handout 9H2, we will do better if we identify the restraining forces and seek to reduce them through group participation, building trust, and influencing rather than directing change.

6. Let us summarize what we have said about bringing about change in groups:

    - Most groups tend to be rather stable, to resist change imposed on them.

    - To bring about change, a supervisor will probably be most successful if he can unfreeze the existing equilibrium, move the group to a new pattern of behavior, and re-freeze the group in the new pattern.

    - Increasing the driving forces in a group tends to increase tension; change obtained in this way may be temporary.

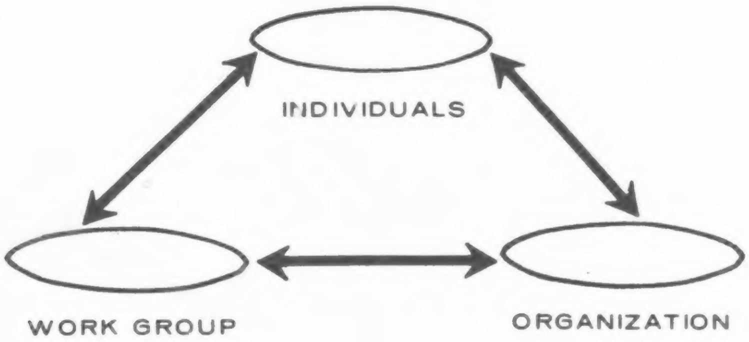
Topical Outline	Action
. Climate of work group affects change efforts	
. Change is complex interaction among: Individuals Work group Organization	
. Supervisor's collecting of facts must often extent to all three: Needs of individuals Group goals, etc. Management goals, etc.	[Cross-reference] The role of a supervisor as "the man in the middle" will be discussed in session 10.
	[Handout 9H5] distribute Say: to summarize our discussion on change in groups, I have 9H5; read it when you have a quiet moment

-- End of Session --

Discussion

- Decreasing the restraining forces seems to produce more permanent change than the increasing of driving forces.
- In some situations a combination of the two works well; that is, weakening one or more restraining forces, followed by increasing one or more driving forces, then re-freezing.
- The climate of a work group can facilitate or hinder a supervisor's efforts to bring about change.
- Complex changes in groups are a result of interaction among:

/Blackboard/



- Because change involves these elements, a supervisor's diagnosis of the situation must take all three into account (i.e., interpret management's goals, create group climate, define direction of change, cope with group and individual needs in attaining change).

Let us now put together what we have on the bringing about of change in individuals and groups. Take a look at "Steps to Bringing About Change in Work Groups." /Handout 9H5/

UNITED STATES CIVIL SERVICE COMMISSION
Bureau of Training
Washington, D. C. 20415

SUPERVISION AND GROUP PERFORMANCE

INSTRUCTOR'S INSTITUTE

Instructor's Study Guide

Session 10

I. General comments

The development of a four-fold model of a supervisor, which is presented in this session, effectively integrates virtually all of the concepts that have been presented in the course, and at the same time, lays a conceptual base for all of the sessions to follow. As a result, it is particularly important that the instructor review, in his own mind, all of the previous sessions in order to be able to relate the material in this session to all that has previously been covered.

II. Relationship to other sessions

On numerous occasions we have referred to the supervisor as "the man in the middle." In this session, we develop a conceptual model of the supervisor in that sense. The first handout in the session is designated to focus attention on the way in which each of your participants fits this description. Handout 10H2, following on the heels of this analysis, actually brings together a number of the ideas we have talked about before, and shows how they create pressure on the supervisor. As you look at that handout and discuss it with the class, a number of topic/session relationships become apparent and can be used to give the diagram meaning for the participants. For example:

> In session 1 we talked about their problems and the areas we would cover in this course -- we talked, in other words, about the complexities of the program identified in box A of 10H2, and the way in which the course would deal with them.
>
> In session 2 we talked about the way in which some of the controls of organization (box B) affected the supervisor's job -- how his job was affected by personnel officers and classification procedures, and about the way in which the differing expectations of line management (box C) had an impact on his job.

In session 3, we talked in general terms about all four of the boxes that surround the Supervisor in handout 10H2 -- we talked about the needs imposed on the supervisor by the complexities of the program, the controls of organization, line management, and other groups -- all in the framework of the way in which a supervisor fills a position within his group.

All of session 4 was devoted to a study of why people behave as they do, and in terms of 10H2 related directly to the supervisor's need for human relations skills (box A).

Session 5, dealing with the work group, laid down a number of useful general principles that apply to both boxes C and D. Although this particular session focused on the work group, the understanding of how groups are composed and function generally has broader application than this narrow view would indicate.

In session 6, we demonstrated the way in which the supervisor's relations with others are affected by his use of leadership, authority, and power, and the way in which this creates a need, on his part, for a high level of human relations skills (box A) regardless of whether he is dealing with his own subordinates, line management (box C), individuals in controlling positions in the organization (box B), or with other groups (box D).

In session 7 we made an attempt to develop in the participants an ability to diagnose the situation existing within a given group at any given moment -- an attempt, in other words, to improve their knowledge, skill, and ability in the conceptual and technical areas of human relations (box A).

Session 8 was devoted to providing the supervisors with more directed practice in developing their technical knowledge, skill, and ability in the human relations area (box A), and to providing them with an opportunity to try their hand at applying the concepts they have learned to real supervisory situations.

Session 9 concerned itself with the theoretical concepts underlying the ways in which the supervisor can go about attempting to bring about changes in his subordinates, line management (box C), various controlling individuals or groups within the larger organization (box B), and other individuals or groups he may be forced to deal with (box D).

In a similar fashion, handout 10H5 is a diagrammatic model of the supervisor as a completer of necessary group action, and it, too, can be related back to the earlier sessions in the course. This is particularly true of boxes A and B, which relate the steps of the scientific method of problem-solving to the work group with which the supervisor is concerned. In much the same manner, boxes C and D show how this same scientific method can be modified slightly and used as a framework for solving problems that are centered around the external groups and forces that affect the supervisor.

III, IV, AND V. (Exercises)

There are no exercises in this session.

IV. Problems or difficulties inherent in this session

There are no specific problems or difficulties inherent in this session. The only area of difficulty will be one of time. Experience has shown that this particular session takes time to present. Because of its special position vis-a-vis the rest of the course, however, it is our firm conviction that it should be given whatever amount of time is required, and if this entails spending more than the allotted amount of time on this session, at the expense of subsequent sessions, the session should still be presented in full and without undue haste. It is important to bring the participants to a complete and full understanding of the concepts developed in this session.

SUPERVISION AND GROUP PERFORMANCE

Session 10

The Man in the Middle, the Supervisor

Purpose

Your objectives: (1) to stress the supervisor's importance as a link between management and his work group, (2) to get participants to consider how they can deal effectively with management and other persons outside of their work group, and (3) to review the course up to now by considering a four-fold model of an effective supervisor.

Time required:

2 hours

Plan

1. A supervisor's linking function
   - membership in two groups
   - frequency of external contacts
   - links to organization's controllers
   - links to line officials
   - technical and administrative pressures
   - evaluations of supervisors

2. Unions and outside groups
   - labor-management relations
   - applications of Federal policy
   - relations with outside groups

3. Practical management relations
   - followership
   - independence
   - other supervisors
   - boss' peers
   - staff officers

4. Planning external relations
   - forecasting
   - continuing and modifying
   - resources for forecasts

5. Summary

6. Model of an effective supervisor
   - four-fold model
   - steps to planning

- reconciliation to adversity
- bringing about change in managers

Notes

The success of this session will depend on the willingness of your participants to contribute to the discussion. Much is written on how to be a leader, but little is available on how to get along with your boss and other managers. In this session the participants will gain most if they are willing to report their successful and unsuccessful techniques in this difficult art. We have introduced some pertinent information from research fields. Much of the research on the supervisor as the man in the middle was done in the 1950's at Harvard University, University of Michigan, and University of Southern California. Recent research in related fields seems to bear out the findings of these three schools.

Materials

Blackboard or silimar device

Handouts:

10H1, Communication with a supervisor
10H2, A supervisor's situation
10H3, Management and subordinate ratings of supervisors
10H4, Major features of Executive Order 11491 labor-management relations in the Federal service
10H5, Model of an effective supervisor

Instructor preparation required

In this session you will be presenting the paradigm that is outlined in a report which we have previously recommended to you:

McGrath, Joseph E.
Leadership behavior; some requirements for leadership training. Washington, U. S. Civil Service Commission. 42 pp., 1962.

You may wish to look at this again to refresh your memory about the findings which underlie the four-fold model of a supervisor, or McGrath's paradigm.

A good, basic reference on communications is:

Communications: the Transfer of Meaning. Edited by Don Fabun.
The Glencoe Press, Beverly Hills, California, 1968.

You might wish to purchase these books (95¢ each), distribute them to participants, and use the exercises in the book as a basis for discussing communications; or you can use the book for expanding the class discussion of communications without handing it out to the participants.

Topical Outline	Action
1. A supervisor's linking function	1. Say: supervisor is a link between work group and management /Blackboard/
a. Membership in two groups - boss' group - own work group	a. /Blackboard/ conventional organization chart Show: supervisor as part of work group Show: supervisor as link to management /Blackboard/

Discussion

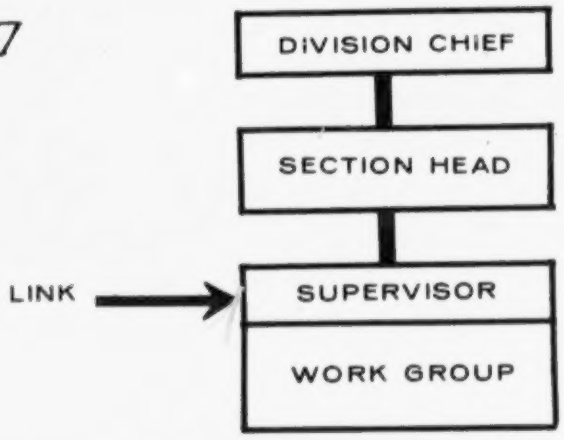
1. So far, we have looked at a supervisor primarily as a member of his work group. We have, of course, considered a few of the restrictions that his agency puts upon him. Now, we should take a look at a supervisor's function as a

/Blackboard/ link

between his work group and management. How is he this link?

a. Some people think he links his group and management just about the way an organization chart shows this.

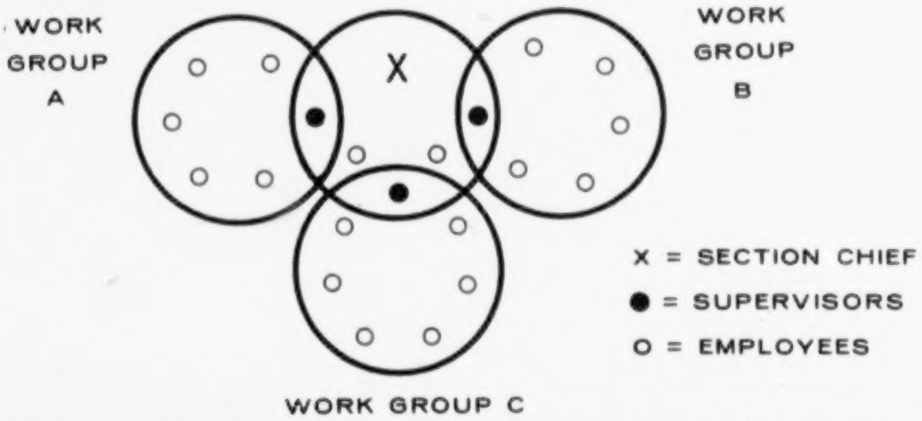
/Blackboard/



This is sort of an odd link. It links closer on one side than the other!

Actually, a supervisor is member of two groups. He is a member of the staff of his boss and a member of his work group. If we draw our chart to show this dual relationship, we will show the supervisor as a link between his group and other groups:

/Blackboard/



This chart shows, more accurately than the first one, that a supervisor commonly works with other supervisors and others who are his peers as well as his boss.

Topical Outline	Action
b. Frequency of external contacts.	b. Say: think of persons with whom you have oral or written contacts /Handout 10H1/ have this filled out Say: how to fill out handout 10H1 While participants work, put chart on blackboard (see next page for sample) Ask: call out your totals Put on /Blackboard/
Supervisors: - have many contacts - varied contacts - the more complex his job the more difficult the contacts - staff men have wider contacts - large agency men have more specialized contacts - are key men	

b. Such a chart does not, however, show a supervisor's relation to all parts of his agency. Think back over the past several months to recall as well as you can all the people outside of your work group whom you talked or wrote to frequently.

To help you do this, I have "Communications with a Supervisor." Handout 10H1 For each of the eleven groups listed, please indicate the frequency of your contacts. As you fill out the columns on this handout, keep in mind that checks to the left indicate frequent contact, and as you go to the right the checks indicate less and less contact. OK, please fill out the handout and then add up your columns on page 2.

If you have completed checking the items on the handout, let's go around the table and call out your totals from page 2. I will put your totals on the board:

/Blackboard/

A	B	C	D	E

What does it mean? What conclusions can we draw from your figures?

/Points to bring out/

- Supervisors have many contacts with many people.
- There is great variety in the frequency of their contacts.
- The kinds of contacts made vary widely from one supervisor to another.
- Probably, the depth of the contacts will increase as the supervisor's job becomes more complex and difficult.
- A staff supervisor often has broader contacts in his agency than a line supervisor.
- The larger his agency, the more specialized his contacts (a supervisor in a small organization may have more contacts than one in a large agency).
- A supervisor is the key man in contacts between his work group and many of these outsiders.

Topical Outline	Action
c. Communications: . Of vital concern . Supervisor's integral part	c. Discuss communications
	/Blackboard/
	Communications, a personalized process
	Words have symbolic meanings
	Our emotions may affect what we say or hear
	We have different perceptions
	We listen selectively

c. Communications is a subject of vital concern to everyone. In an organization, effectiveness can often be measured by the opportunities that are available for the free flow and exchange of ideas and opinions between the top levels of management and the employees. Supervisors, by the very nature of their position, are an important part of the communications process. Yet, despite our best attempts and intentions, the communications in our organizations may leave something to be desired. I am going to present some reasons for communications failure and then we can discuss some ways to improve communications.

- Communications is a very personalized process. The words we use have meaning to us but may mean nothing to the person to whom we are speaking. We cannot communicate meaning, only words, which leads to the second point.

- Words have symbolic meanings. As communicators we must be careful in our selection of words so as not to arouse an undesired reaction on the part of our listener.

- Our emotions may affect what we say or hear during an interchange. If someone uses a word that has symbolic meaning to us, it may generate an emotional rather than a rational response.

- We all have different perceptions that are based on our backgrounds and experiences, generally, or our specific relations with the individual or individuals to whom we are speaking.

- We listen selectively to the ideas we want to hear or what we have told ourselves we can expect to hear from the person who is communicating to us.

Topical Outline	Action
Problems of organizational communications	
	/Blackboard/
	Giving orders to an employee for another employee to carry out
	Written communications that are too verbose or technical
	The message doesn't have meaning to the receiver
	Course of action not specified
	The sender doesn't agree with the message he is conveying
	The people affected not involved in formulating it
	Supervisor wants letters and memos written in his style
	/Handout 10H2/
	Discuss boxes A, B, and C

Discussion

The points I have listed thus far are general in nature. Now I would like to discuss some problems that are related more specifically to organizational communications.

- Giving orders and instructions to one employee who then passes them on to someone else to carry out. If it is done verbally, some of the message may be lost between you and the person who is carrying out your order.
- Using written communications that are too verbose or technical for the intended reading audience.
- The receiver of a verbal or written message does not understand its relevance to himself or his job.
- The communication that requires action but does not specify exactly what is wanted.
- The communicator doesn't agree with or support the message he is conveying.
- The people concerned with the implementation or effect of the communication were not involved with its formulation.
- A supervisor may require subordinates to write in his style, a style with which they are not familiar or comfortable.

Good communications comes down to the fact that you have to be aware of what you say and do and the effect of these words and actions upon the people with whom you relate both within and outside your organization. Some of these people are listed on this handout which I would like you to look at now. /Handout 10H2/ How can you improve your communications with the people listed in boxes A, B, and C of this handout?

Topical Outline	Action
Supervisor as man in the middle	Discuss effect this position has on him
	Relate man in the middle concept to participants
	Give participants 10H3; ask for comments or questions
2. Labor-management relations	2. Discuss box D of handout 10H2
a. Major features of E.O. 11491	a. Then proceed to /Handout 10H4/

Discussion

A supervisor is, then, literally the man in the middle. He stands between his work group and a number of other persons. The question is, what effect does this have on him?

This chart shows you the man in the middle with your capabilities receiving communications, pressures, feelings, and the like from many sources.

Now, boxes A, B, and C of handout 10H2 deal with the pressures on a supervisor from within the organization. Before we take a look at box D, which deals with his relations with people outside of his organization, let us read "Management and Subordinate Ratings of Supervisors." /Handout 10H3/ This offers some guidance on the road a supervisor may take as the "man in the middle."

Any comments or questions about handout 10H3?

2. Let's go to box D of handout 10H2. The first item is "union stewards, etc."

   a. Let's take a look at "Major Features of Executive Order 11491 on Labor Management Relations in the Federal Service." /Handout 10H4/ After you have read it, we'll have some questions to discuss, I'm sure.

      Now that you have read the handout, let me ask you this question: what right do you have to join a union and what conflict of interest policy applies to you?

Topical Outline	Action
Right to join unions	
Special rules for supervisors	
Recognition: formal and informal abolished	
Negotiable matters	
Non-negotiable matters	
Union growth	

/Points to bring out/

- All Federal employees, including supervisors, have the right to join or not to join a labor organization. Whenever a majority of employees select an organization to represent them, they may deal collectively with management.

- While supervisors may join labor organizations they cannot be represented by labor organizations. They cannot be officers or representatives of any organization and must be removed from all existing formal or exclusive units and from coverage of negotiated agreements by December 31, 1970.

The Executive order also abolishes the system of formal and informal recognition. Exclusive recognition is granted when "there is a clear and identifiable community of interest among the employees concerned...." Exclusive recognition may be granted on a national or local level.

Generally, labor organizations may negotiate on such matters as:

- working conditions
- promotion standards
- grievance procedures
- safety
- demotions
- arrangements for employees adversely affected by realignment or RIF actions or by technological change, work schedules, or training plans

Generally, non-negotiable matters might include:

- the agency mission
- the agency budget
- agency organization
- staffing patterns
- internal security practices
- the technology of performing the work

Union representation of Federal employees grew rapidly during the 1960's following the issuance of Executive Order 10988 in January 1962.

Topical Outline	Action
Union growth	/Blackboard/ growth figures
Exclusive recognition	/Note to Instructor/ If participants want specific union membership figures, these apply as 11/69 - American Federation of Government Employees--432,000 - United Federation of Postal Clerks--310,000 - National Association of Letter Carriers--203,000 - Metal Trades Council--75,000 - National Federation of Federal Employees--58,676 - National Association of Government employees--58,239 - Post Office Mail Handlers, Watchmen, Messengers and Group Leaders--46,000 - National Association of Internal Revenue Employees--39,000 - International Association of Machinists and Aerospace Workers--34,000 - National Rural Letter Carriers Association--31,000 - Post Office and General Service Maintenance Employees--26,000
Recent Events	

This growth is reflected in the following figures:

1963--670,000 employees represented (27%)

1964--730,000 (29.5%)

1965--835,000 (33%)

1966--1,054,000 (40%)

1967--1,239,000 (45%)

1968--1,416,000 (52%)

1969--1,477,000 (54%)

In 1969, 87 percent of the postal employees were covered by exclusive recognition, as well as 72 percent of the wage system and 29 percent of the Classification Act employees. In the latter two cases the percentages represent increases over the 1968 figures. In 1969, there were eleven unions which each represented more than 1 percent of the Federal work force. The affiliates of the AFL-CIO represented 85 percent of the Federal employees under exclusive recognition. Another 14 percent were represented by national independent unions, and 1 percent by local independent unions.

In March and April 1970, two events involving Federal employees occurred which promise to have far-reaching effects on the Federal labor-management relations program. In March, mail carriers in New York City and later in many other cities around the country refused to work. The work stoppage was not recognized as a strike, but the effect on business and the economy resulted in the President calling out the National Guard to process and deliver the mail. Following on the heels of the Post Office situation, the FAA air traffic controllers in large numbers began calling in sick for work. The controllers had been doing this for several months on a small scale, hit-and-miss basis. The effects of their concerted efforts resulted in tie-ups at many of the Nation's airports as supervisory control tower personnel could not deal with the heavy work-load.

Topical Outline	Action
Review of postal employees' work stoppage and FAA situation	Discuss recent events /NOTE/ Instructor should update if fast-moving events have changed this material /NOTE/ Instructor must update information on postal reform based on outcome of pending legislation Ask: for comments or questions

Discussion

Both the postal and FAA employees were represented by exclusive recognition. The major demand of the postal employees revolved around the question of more pay. This was also a factor in the demands of the air traffic controllers who were, in addition, demanding better working conditions, more modern equipment, and some form of compensation for what they claimed was tremendous mental and physical strain arising out of their jobs.

The long-term effects of the activities of March and April have yet to be felt. With increasing militancy on the part of public service employees, the question of the right of public service employees to strike has not been settled. On State and local levels, teachers, social workers, policemen, firemen, garbagemen, and other traditional "no strike" civil service employees were making their displeasure known. As mentioned earlier, the effect this will ultimately have on the Federal work force remains to be seen.

Are there any comments or questions about the subject of labor-management relations?

Topical Outline	Action
3. Practical management relations	3. Turn to: relations of supervisor with his boss
a. Followership	a. Ask: how advise a new supervisor how to get along with his boss?
- know your group - know your job - know your technical field - know your boss: what he looks for he likes, dislikes his friends, enemies his leadership style his personal goals beat bad news to his door treat his secretary well	
b. Independence	b. Ask: how advise new supervisor when he can be independent?
- after boss trusts new supervisor - on important group issues work performance safety working conditions - on group goals and standards	

3. Now, let's turn back to box C, "Line management," on 10H2. Much is written on how to be a leader, but little on how to be a follower. Yet, a supervisor's ability to get what he needs for his work group and his ability to win promotions for himself depend on his ability to work with his boss and his boss' peers. Let's analyze this.

   a. Let's assume that we are going to have lunch soon with a brand new supervisor. He is intelligent, a competent workman, has a good education, gets along well with others. He wants us experienced types to tell him how to get in solid with his boss and stay that way. Let's go over what we might tell him.

   How do you build a solid working relationship with your boss?

   /Typical responses/

   - know what's going on in his group (handout 10H3)
   - know what things a manager will look for (i.e., some review memos for grammatical errors, others check scrap reports, etc.)
   - find out his likes and dislikes; don't step on his toes accidentally (likes to be called by first name, dislikes feet on his desk, likes other informality, etc.)
   - find out what his friends and enemies are and say the right thing to them
   - watch his style of leadership; if it suits you, let him know you are modeling yours after his
   - beat bad news about your shop to his door
   - watch for clues as to his personal goals and his official goals for his organization
   - treat his secretary (assistant, etc.) with care

   b. Now, suppose that our new man says he has observed us and he notices that we do not always agree with the boss. When can he, too, disagree or stand up for his own point of view?

   /Typical responses/

   - after he's got the boss' confidence
   - on matters that are vitally important to his work group's performance, safety, or working conditions
   - on matters that his work group has strong feelings about

Topical Outline	Action
- on matters about which boss lacks comment - on matters important to organization correct bad procedures eliminate waste important goal changes - on matters in which supervisor has special competence	
c. Other supervisors - build communications lunch meetings favors compromise - coordinate faulty work from them your work to them - membership with them their standards their goals their attitudes - observe structure who are leaders? how relate to them? who are weak? why?	c. Ask: how advise new supervisor on getting along with peer supervisors?
d. Boss' peers - make self visible - avoid short-circuit of communications past your boss - respect their position; do them favors	d. Ask: how advise new supervisor on getting along with peers of his boss?
e. Staff officers - use their services - understand their functions - clear with them when necessary or desirable	e. Ask: how advise new supervisor on getting along with staff?

- on matters about which the boss is relatively uncommitted
- on proposed procedures which will injure the boss' organization if adopted (but he doesn't see this yet)
- on subjects in which the boss recognizes the new man's special competence

c. One of the sets of people that supervisors have to get along with, we read in box C of handout 10H2, is "other supervisors." What would you recommend to a new supervisor that he do in order to get along well with his peer supervisors?

Typical responses

- be friendly; go to lunch with them, etc.
- give them favors that have no consequence to your group; compromise if necessary on matters of consequence
- if you receive work from them that is faulty, work it out with them, not the boss
- try to see that work you forward to them is in good shape and on time
- watch them to see which are the strongest men in your boss' organization -- make up your mind whether to work with them or to compete with them, but don't neglect them
- keep away from those that are "out" in the group or relatively inept

d. What relations should he develop with peers of his boss or other managers?

Typical responses

- none
- try to make himself known as an upcoming, capable type
- don't seek to do favors, but when the chance to do a favor occurs, do it well
- don't make the boss feel you're trying to get ahead of him
- whenever you have a plausible reason to see one, go in person; don't phone or write; you want them to know you

e. In box B, you saw listed a number of staff officers: budget officers, personnel officers, methods analysts. What kind of relations should the new supervisor try to develop with these staff people?

Typical responses

- stay away as much as possible; leave this to your boss
- treat them kindly; they get so many kicks they will respond with help when you need it
- when you need something, go to see the right staff man and lay your cards on the table
- if you move in an area of one of these staff men without checking first, you may have trouble

Topical Outline	Action
f. Off-the-job relationships	f. Ask: what about social off-the-job relationships?
4. Planning external relations	4. Say: supervisor should be able to forecase management and outsider behavior
a. Forecasting	a. Ask: how advise new supervisor on forecasting? /Cross-reference/ See block C, handout 10H5; hold back the handout for the present.
From 10H5: - consider imposed goals - where are we now? effect of outsiders on critical group functions; projection of trends - diagnosis: probably problem areas; where we will go if no change	/Cross-reference/ Critical group functions are listed in handout 8H1.

- unless you want to learn all the red tape yourself, you'd better depend on them to keep you out of trouble
- some of them are good, get to know them; try to avoid your case going to a weak staff man

f. What kind of relationship do you feel is proper for a supervisor to maintain with any of these people we have been talking about -- socially or off the job?

4. Throughout the discussion we have been having a theme. We have been implying that it would be very useful for a supervisor to be able to forecast:

   - how his boss will act
   - how his organization will change
   - how his peers will act
   - how staff will react to a proposal

   a. The theme can be expressed this way: a supervisor should be able to forecast how forces outside his group will affect his group.

   /Points to bring out/

   - First we need to review the goals that management and staff have established for our work group.

   - Secondly, we need to examine the effect of these goals on our critical group functions (see handout 8H1).

   - We need also to examine the effect of other forces on our critical group functions; for example, controls, funds, materials, selection standards.

   - With a knowledge of how external factors have affected us in the past, we need to project into the future how these factors will act on us.

Topical Outline	Action
b. Continuing and modifying	b. Ask: how advise new supervisor on continuing or modifying outside forces? /Cross-reference/ This is orientation; fuller discussion later
From 10H5: - alternatives; consequences - selecting action; acting a. continuing; feedback to management of . present results . costs of change b. modifying; approach to management: . orientation . gains and costs . obtain approvals . feedback of results from change	
5. Summary - each supervisor must develop his own forecasting methods - forecasting increases his influence in organization	5. Summarize session to this point

- We should then seek to diagnose our problem areas and where our work group will go if there is no change in the external factors.

- This process will give us the date we need for forecasting how management and staff will react when we are dealing with them on matters affecting our work group.

b. Let's assume that our new supervisor goes through the process of analyzing the past history and the present situation of the external forces which affect his group. What should he do then?

Points to bring out

- The supervisor should consider possible changes in the external forces and the consequences of such changes for his work group.

- The supervisor should select the pattern of external factors that seems to have the best consequences for his work group and plan how he can attain this pattern.

- His choice will probably be to seek to continue favorable factors and to modify unfavorable ones.

- To continue favorable factors, he will probably want to give feedback to management about the favorable effects that such factors are having on his group's production and morale.

- To continue favorable factors when unfavorable changes are proposed, he will want to present to management data on the costs of such unfavorable change.

- To modify factors controlled by outsiders for the benefit of his work group, the supervisor will want to take steps toward change:
  - orientation to change
  - demonstrate gains and costs; motivate
  - obtain approvals for modification needed
  - assist as change is installed
  - feedback to management on the results of that change at appropriate times

5. Let us summarize what we have. First, let me say I feel that forecasting is, of course, a different operation for each supervisor. Each man must therefore develop his own methods which fit his own situation. All we can do here is to consider the elements.

The importance of forecasting is that a supervisor who can predict what is likely to happen has a most useful means for increasing his value to his group and his influence in his organization.

- supervisor, man in middle:
  member, boss', and his own
  group
  appraisals by boss and
  subordinates:
  must maintain balance
  sell boss he is "in" with group
  sell group he is "in" with boss

- supervisor should forecast effect of outsiders on critical group functions

- supervisor must plan how to continue or modify outside forces

Topical Outline	Action
6. Model of an effective supervisor	6. Transition to model
a. four-fold model	a. /Blackboard/ Step-by-step, build up model:

Internal	External
Diagnosis	Forecast
Support and remedy	Continue and modify

Now, let's summarize key points from our discussions:

- A supervisor is a man in the middle of many forces from program demands, organizational controls, line management, and other groups.
- A supervisor, as a link between his work group and his boss' group, must be a member of both.
- Neither management nor a work group likes a weak supervisor; neither do they like a production-at-all-costs supervisor.
- His work group and his boss have different expectations as to what a supervisor should do.
- A supervisor must sell his work group on his increased value to them when he is "in" with management and sell his boss on his increased value to the agency when he is "in" with his work group.
- As a follower, a supervisor must develop skill in timing his disagreements and agreements with his boss.
- A supervisor should learn how to work effectively with various staff offices.
- A supervisor should forecast the effects of outsiders on his group's critical functions.
- A supervisor should plan how he can support trends in other parts of the organization which will help his group, and how to block or show trends which may hinder his group's effectiveness.

6. You and I have covered a lot of ground as we have discussed leadership and supervision. Underlying these presentations is a definite pattern that I would now like to introduce to you.

   a. We started out by discussing a leader as a person who completes needed critical functions in his group. We have just completed talking about a supervisor as a man in the middle, that is, about a supervisor's responsibilities for dealing with people outside of his work group. So, we have been looking at a supervisor's functions within his group and outside his group.

   /Blackboard/ Internal External

Topical Outline	Action
	/Blackboard/ Supervisor's functions
	Draw: line thru model
	Say: note first elements on top of model -- analysis
	Say: two elements below line -- leadership
	/Handout 10H5/ distribute

Discussion

Now, in our analysis of a supervisor as a leader who completes needed critical functions in his group, we have found that his function in completing involves two distinct steps:

/Blackboard/	Internal	External
	Diagnosis	
	Support and Remedy	

He diagnoses the situation and takes steps to support what is helping the group attain management goals or to remedy what is hindering.

In our analysis of a supervisor as a leader who deals with managers, staff officials, union officials, and the public, we have observed that his function in acting for his group involves two more distinct steps:

/Blackboard/	Internal	External
	Diagnosis	Forecast
	Support and remedy	Continue and modify

He forecasts the probable effect of external forces on his group and takes steps to seek the continuation of helpful ones to modify those that are viewed as not helpful.

This little chart is a model of a supervisor as a completer and, in a sense, summarizes what we have been discussing. Note that the first two elements, "diagnosis" and "forecasting," are both concerned with a supervisor's ability to analyze what is going on:

/Blackboard/	Internal	External
	Diagnosis	Forecast
	Support and remedy	Continue and modify

Note that the elements below the line that I have drawn are both concerned with your leadership function.

I have here for you a chart which relates this model on the board to our previous discussions. Please look at "Model of an Effective Supervisor." /Handout 10H5/ Let me know if you have any questions about it.

Topical Outline	Action
b. Steps to planning	b. Say: steps 1 through 5 in boxes A and B are scientific method Ask: what are steps 1 thru 5 in boxes C and D? Discuss steps to planning Show how steps in A, B differ from C, D
c. Reconciliation to adversity	c. Say: suppose that Timonium could not modify Fiscal (a strong control); what should T. do?
- accept reality himself - get group to accept it - interpose T. between Fiscal and group - call on boss for help	Say: mark 10H5; its a good summary

-- End of Session --

b. As you look at Handout 10H5, you will note that steps 1 through 5 in boxes A and B are steps in what we have called the scientific method. What are steps 1 through 5 in boxes C and D?

Typical responses	Instructor's comment
. Looks like scientific method	. But is it different? How does it differ?
. Looks like methods analysis	. Would you expand that please?

Points to bring out

- The five steps are steps to planning.
- Step 1, "Goals imposed on us," is the supervisor's identification of management goals for his unit.
- Step 2, "Where are we now?", parallels "collecting facts" in box A but stresses projection of trends (manpower, materials, money) into the future.
- Step 3, "Diagnosis," is nearly the same on both sides.
- Step 4, "Alternatives; consequences," is the same on both sides.
- Step 5, "Selecting action, acting," differs on the two sides.

c. Take a look again at box D, "Continuing and modifying." Suppose you find that an external factor is having a bad effect on your work group and you cannot change that factor. For example, in the John Timonium case, we saw that his group disliked the Fiscal group. This dislike arose from the feeling of pressure that Fiscal brought on Timonium's group. Now, suppose that Timonium tries to get his boss and others to make Fiscal more into a service group, but he cannot get management to go along. Management wants Fiscal to be a strong control group. John knows that friction between Fiscal and his group is not good. He cannot change Fiscal. What does he do?

Points to bring out

- When you cannot change an external force, you'd better accept the reality of the situation yourself, and try to get your work group to do likewise.

Discussion

- If a supervisor will interpose himself between the external force (in this case Fiscal) and his work group, the outside irritation will be less visible and therefore may have less impact on his work group. This is one way for a supervisor to get an ulcer.

- In some cases, a supervisor cannot change an adverse force nor make it palatable to his work group; then, he must call on his boss and management for help.

UNITED STATES CIVIL SERVICE COMMISSION
Bureau of Training
Washington, D. C. 20415

SUPERVISION AND GROUP PERFORMANCE

INSTRUCTOR'S INSTITUTE

Instructor's Study Guide

Session 11

I. General comments

This is the first session in which all of the concepts previously developed in the course are integrated and applied to a specific supervisory problem; in this case, the problem of how to deal with a new employee. The entire session is approached on the basis of discussing the new employee, what constitutes a new employee, what kinds of activity are required of the supervisor who gets a new employee, and how all of these questions are answered through the use of concepts developed earlier in the course.

II. Relationship to other sessions

In this, and subsequent sessions, you will find that the relationship which exists between the session under discussion and earlier sessions is quite clearly pointed out by the cross-references in the action column of your Instructor's Guide. Since (1) the complete model of a supervisor has already been developed, (2) all of the separate, continuing threads have been identified and defined, and (3) the remainder of the sessions deal with application of the concepts and reinforcement of the learning already accomplished, further discussion of the relationships which exist among the various sessions, in the student study guides, is considered unnecessary.

III. Purpose of the Demonstration

This session does not include any exercises, in the sense that all of the participants will be expected to take part in some form of group activity. It does, however, contain a demonstration that is quite important. The purpose of having you demonstrate that telling is inadequate as a teaching method is simply this: Almost all of us tend to assume that we can tell someone how to do a thing and realistically expect them to be able to do it. In a majority of cases, this simply is not so -- people fail to grasp all of the details of even a simple task when they are simply "told" how to do it.

IV. Expected results of the demonstration

In virtually every case, the students will not be able to tie the underwriter's knot, even though you are meticulously careful about the way in which you give your instructions. In the author's experience (conducting some 15 classes personally, and conferring with other individuals who have conducted a like number), there have only been two individuals who were able to tie the knot solely on the basis of having heard the operation described.

V. What the results of the demonstration mean

This demonstration graphically proves the point that merely telling someone how to do something is totally inadequate as a means of teaching.

VI. Problems of difficulties inherent in this session

This session is not difficult and has few problems. It does, however, require thorough preparation on the part of the instructor if problems and difficulties are to be avoided and the impact of the session is to be as great as possible.

First, there are a number of cross-references in the session, and the instructor should review each of the handouts to which reference is made, in order to be able to conduct a smoothly flowing discussion of the topic and its relation to previously developed concepts. He should, for example, be sufficiently familiar with the material so that he can do the diagramming called for on pages 11-5, 11-15, and 11-17 with ease.

Secondly, it is of great importance that the instructor be able to carry off the demonstration smoothly. Experience has shown that there are at least two points where an unwary or unprepared instructor can run into difficulty with this exercise. They are:

1. If he leaves out a step, no matter how small, the students will claim a foul and say that they would have been able to tie the knot if that step had not been omitted.
2. Even without a rope or piece of cord, if the instructor makes the appropriate gestures with his hands while explaining how to tie the knot he is in effect "showing" as well as "telling" and will most likely find that several of the participants will be able to tie the knot.

In this, and all the rest of the application sessions in the program, you will find the participants wanting to talk about the subject at hand and relate their own personal experiences at some length. Since this session comes quite near the end of the program, time will be a source of increasing concern. Accordingly, the instructor must be careful to budget his time from this point on, in order to avoid running out of time and/or unduly hurrying the last few sessions.

SUPERVISION AND GROUP PERFORMANCE

Session 11

The New Employee

Purpose

Your objectives: (1) get participants to apply what they have been discussing to bringing about change in a new employee, (2) get them to realize the importance of social factors as well as job factors in new assignments, and (3) introduce them to job instruction training.

Time

2 hours

Plan

1. Change
   - Resistance to change
   - Readiness of new worker
   - Who are new employees?
   - Analysis of new-job feelings
2. Scientific method
   - Collecting facts; experience
   - Facts about attitudes
   - Other facts
3. Connecting facts about work group
   - Factors
   - Practical applications
4. Diagnosis; alternatives; consequences
   - Use of checklist, 11H1
   - Work group
   - Tasks
   - JIT
   - JIT "telling demonstration"
   - Five-step method of instruction
   - Attitudes
5. Summary

In this and the next few sessions, help your participants apply the theories and concepts which you have been discussing. Get them to see the relation of motivation to learning, of group attitudes and standards to orientation, and of change theory to instruction.

We chose the new employee for this unit deliberately. He has a special problem and most supervisors recognize that he does. Therefore, your participants will be willing to talk about a new employee and the need to deal with both his task and social problems. With this background, they should be ready to tackle the next session in which they will face the need for bringing about change in an experienced worker. Not everyone recognizes that an experienced worker may need help with his task problems, and quite a few people seem to ignore this relationship of task problems to group attitudes and standards.

Because of these things, we have made our term "new employee" cover not just the person new to Government but also experienced employees who are new to a job, work group, or agency. You should, however, fall back on the person-new-to-Government idea when you need to expand their horizons.

Materials

2 feet of plastic lamp cord (electric wire) or clothesline

Blackboard or similar device

Handouts

11H1, Checking in a new employee
11H2, Job instruction

Preparation of the instruction

Practice tying an underwriter's knot. Full instructions are given on the last pages of this session. Once learned, it is easy to do smoothly and rapidly.

Refresh your memory on the contents of the following handouts and have them available (you will discuss these again with your group):

4H2, Motivation
8H1, What group functions are important and when
9H1, The process of change
9H2, Bringing about change in groups
10H5, Model of an effective supervisor

You may wish to read:

U. S. Civil Service Commission
Improving orientation programs. Personnel Management Series No. 7. Washington, Government Printing Office.

Your agency may have a pamphlet on orientation which would be worthwhile reading. For example, the Commission's personnel division has issued a pamphlet entitled "Orienting the Newcomer to the Civil Service Commission," which has suggestions that are useful for any supervisor.

If you are instructing a group that comes entirely from one agency, you may wish to see if that agency has a checklist similar to handout 11H1.

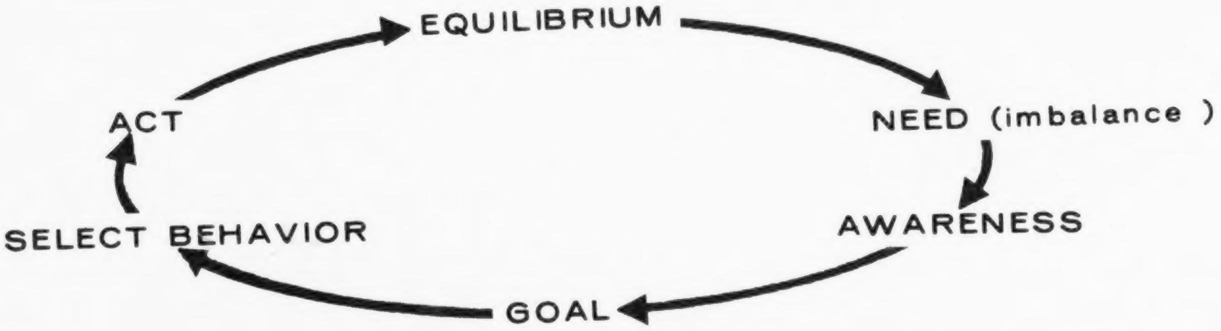
Topical Outline	Action
1. Change	1. Make transition to discuss new employee orientation
a. Resistance to change	a. Remind group of material in "Motivation," handout 4H2 /Blackboard/ show motivation cycle
Equilibirum through . Changing oneself . Changing one's environment (i.e., one's supervisor, associates, etc.)	Remind them of case of "man sitting out of doors as temperature drops" /Blackboard/ show man's action

Discussion

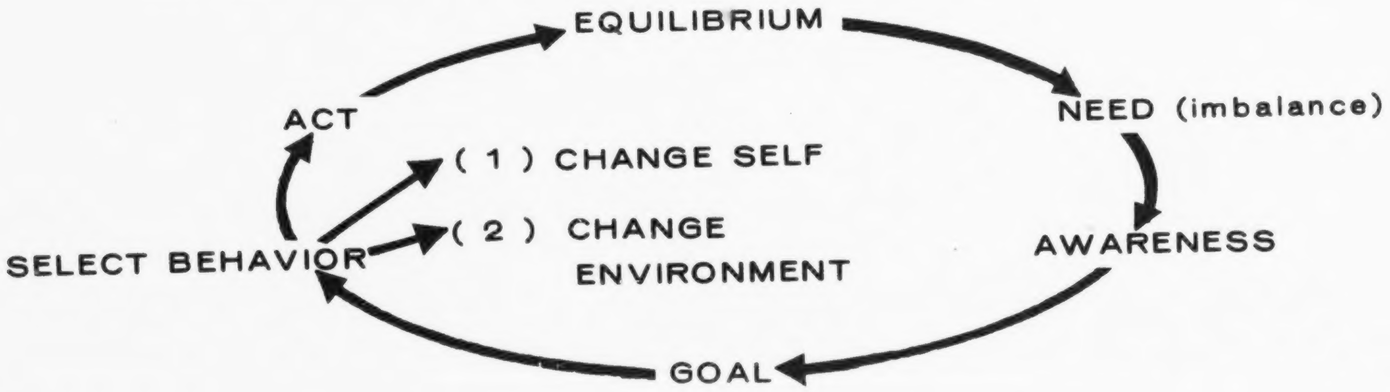
1. We have discussed processes by which a supervisor changes members of his work group. Now let's take up the special problem of orienting and training new employees. They are both a challenge and an opportunity.

   a. In "Motivation," handout 4H2, we read about the tendency of people to resist change and their desire for balance or equilibrium. We read that man interacts with his environment to keep himself in equilibrium with it. This diagram appeared in that handout:

/Blackboard/



Our chart shows man's effort to keep himself in equilibrium. He does this by (1) changing himself or (2) changing his surroundings. In the example we used to illustrate our chart, we visualized a man sitting out of doors as the temperature dropped. The need forced him to keep out the cold (1) by moving around briskly to increase his body temperature, or (2) by changing his environment -- that is, going indoors.



Topical Outline	Action
	Give example of resistance to change; as, to procedural change
b. Readiness of new worker . Less able to manipulate environment . More likely to change himself	b. Say: new worker is more ready for change
	Say: a supervisor can more easily change a new man
c. Who are "new" employees?	c. Ask: what do we mean by a "new" employee?

Work group members normally select a change in their environment as a means of maintaining equilibrium. They seek not to change themselves but to change things or others around them.

For example, suppose you want a worker to change a procedure he has long used. In such circumstances, he may resist your direction; that is, he is trying to change you. He may listen politely and do nothing; again, he seeks to change you. He may agree with you and make a minor change in the placement of materials but behave exactly as he did before.

b. Now let's look at a new employee in the light of what we know about change. Most new workers find themselves in a strange environment. If they have previously been employed, they may know how to manipulate a boss or procedure. Now they are in a new job. The environment is different, unpredictable. This feeling of uncertainty produces a very desirable attitude in most new workers, from your point of view.

A new worker is usually more ready and open to change when he first comes to a new job than he will be later on. This is the time when a supervisor can more readily have a significant impact on an employee.

This readiness to accept change makes a new worker a special case for our study. In this session, we will explore how we can best guide a new worker to productive performance.

c. What do we mean when we say a new employee? Let's list all the possible situations in which a worker would feel strange and uncertain of his ability to manipulate others or his environment. From your experience, what new workers are in this situation?

/Points to bring out/

New employees include:

- A high school graduate taking his first job
- A person with previous experience who is hired for his first Government job
- A Federal employee from another agency who transfers to your agency
- An employee of your agency who is promoted or reassigned to your work group
- An employee in your work group who is promoted or reassigned to unfamiliar work

Topical Outline	Action
d. Analysis of new-job feelings	d. Ask: what do you recall about your first day on your first job or your present job?
2. Scientific method	2. Say: apply scientific method to new employee Say: see 10H5, A and B
a. Collecting facts; experience - Step 1: recognize problem - Step 2: collect facts history situation - data work history intelligence tests interviews former bosses associates teachers training on job off job investigation reports	a. Ask: what data do we need about new employee's history?
b. Facts about attitudes Why change? - self-motivated money possessions security growth	b. Say: attitudes, ability to get along are important Ask: why do people take new jobs?

d. I wonder if any of you can recall your first day on your first job or on your current job? Those who can, tell us what you recall about it.

Points to bring out

- Orienting a new employee gives a supervisor an opportunity to establish a solid relationship with the new employee. Many supervisors do not take advantage of a new employee's "newness" and thus miss opportunities to begin developing desirable work attitudes and values in the new employee.
- An employee's orientation can be rewarding or a failure depending on the way in which the supervisor handles it.

2. Let us look at a new employee in the light of what we have been discussing. I'd like to have you apply the scientific method outlined in handout 10H5 in boxes A and B to the situation we face when we have a new employee. Remember we are talking about an employee new to Government, new to our group, or just new to a job.

a. First, we become aware that we are going to have a new employee and that we should do something. How many of you have had a new employee report to work in your group and not known he was coming? What does this do to your orientation plans? What effect does it have on the new employee? Secondly, we want to collect the facts we need to deal with a new employee adequately. What data do we need about the history of a new employee?

Typical responses

- Work record; application
- Test scores
- Investigation reports
- Information from previous employer or teachers
- Training courses taken

b. Except for interviews with former employees, we may find these sources fail to give us much insight into an individual's feelings and ability to get along with others. Why do people take new jobs?

Typical responses

- Out of work
- More money
- More challenging work
- Children left home (women)
- Dissatisfaction with old job
- Part of career pattern
- Seek a different kind of experience
- Reduction in force

Topical Outline	Action
power; status prestige ego avoid failure personal goal -caused by others wife demands children's needs	
dislike of boss, others attracted by new boss	Say: attitude of new employee is important
attracted by agency sold by someone -caused by environment poor working conditions poor climate, community discrimination pattern	Give case: a. employee moved by money b. one disliking travel /Blackboard/
	Ask: how would attitudes differ?
expectations -higher pay work harder different work aggressive mobile -avoid travel work same home problems (?) avoid other unpleasantness	
	Ask: which would you prefer to have work for you?
c. Other facts	c. Point out other facts needed: motivation goals standards emotions /Cross-reference/ 9H2
	Ask: how will we get such facts about newcomer?
Interviews: include questions about motivation, goals, etc.	

- Dismissal for cause
- Dislike of supervisor
- Dislike of fellow workers
- Dislike of working conditions
- Attracted to supervisor or work group
- Persuaded by interview

The attitude of a person who comes to you may be affected by his reason for seeking a job. Let's test this. Let's see if we would expect a different attitude toward our work group from two different people: (a) one who is coming to you because the new job pays more money and (b) another who is coming to you because he does not like his present job which requires extensive travel.

/Blackboard/

Attitudes	
Higher pay	Avoid travel

How would their attitudes differ?

/Typical responses/

Higher Pay	Avoid Travel
Expect harder work	Expects not to travel
May not be challenged by work	May not be challenged by work
May adapt to change (to keep higher pay)	Expects work to be about same difficulty
May be aggressive	May have home difficulties
May leave for more pay	May find some other unpleasantness in work

If you had to select between these two employees, which would you prefer to have work for you?

c. As a new employee's attitudes are important, we would want to find out something about them, if possible. And we might want to find out other things, such as his

- motivation
- standards
- aspirations (goals)
- emotional balance
- ability to get along with others

How will we discover such things for ourselves?

/Typical responses/	/Instructor comment/
Interview	We cast some doubts on that in an early session What can you get from interviews?

Topical Outline	Action
	Say: hard to get them, but worth effort
	Say: look at figure 1, Handout 9H2; this is data we need, in addition to work history
3. Collecting facts about work group	3. Transition: to relations of group to newcomer
a. Factors helping rewards instructions advice membership friendship encouraging blocking prejudice, hostility punishment exclusion secrecy	a. Ask: What elements in work group's past history should you review?

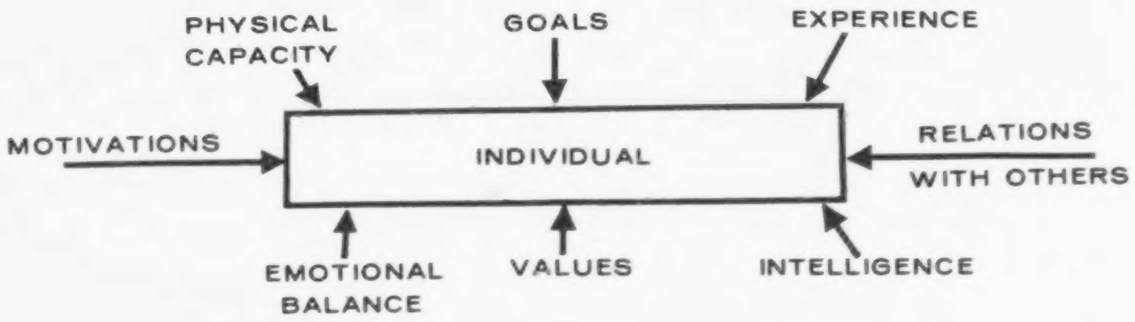
Discussion

. Discussion with former supervisors	. What would you ask?
. Discussion with associates of man	. What would you look for?

/Points to bring out/

. These factors are hard to explore but worth the effort to get data on them

What we are saying, of course, is that in addition to the man's work history we would like all of the data called for in handout 9H2, figure 1:



3. After we havefull data, or as much as we can get about our new employee's history, we should then take into account the history of our work group and its possible effects on him.

   a. What elements in the past history of a work group do you think you might review when you are going to get a new employee?

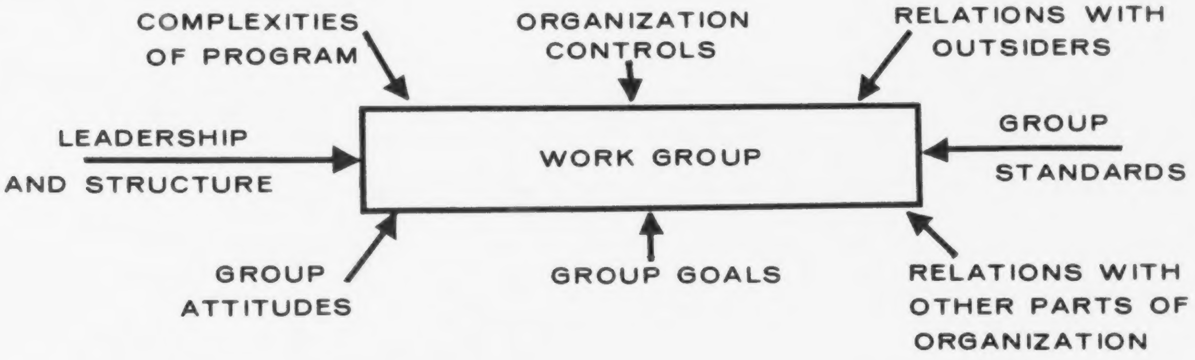
/Typical responses/

. Attitudes of group toward newcomers
. Attitudes of individuals that will help or hinder a newcomer
. Group's expectations as to how this new employee will behave toward them
. Group standards for learning by new individual
. Attitudes toward person who is replaced by new individual
. Stability or instability of group
. Prejudices of group towards this person (race, color, relation, sex)
. Agency pay system, promotion opportunities, incentives
. Group standards of performance

Topical Outline	Action
resentment jealousy	
group interaction, fig. 2, 9H2	Say: look at figure 2, handout 9H2
b. Practical application	b. Ask: is it really practical to look for so much data?
- check individual, fig. 1, 9H2 - check group fig. 2, 9H2 - can be done quickly - data is needed for better supervision	

- Leadership by supervisor and others in group
- Critical group functions

We would probably like to have all of the data called for in handout 9H2, figure 2:



b. At this point, perhaps you think we are developing too much data for the job we have. Let's check this out. To what extent would a typical supervisor check the history of a new employee and the situation in his group in order that he might plan how to make a newcomer into a productive group member as soon as possible?

Typical responses	Instructor comments
Well, I have never seen a supervisor make that sort of analysis.	You think that a typical supervisor would think this is unnecessary? How does he decide on what he will do for a new employee?
A typical supervisor would look at the individual but not attempt a group analysis.	What affect do you think a work group has on the adjustment of a new worker?
I have done this kind of analysis myself, but perhaps not in as much detail.	What did you do?

Points to bring out

- A supervisor should know his group well; if he does he can quickly identify significant forces in the group to help or hinder the new employee. Figure 2, handout 9H2, provides him with a quick checklist to help him do this. Thus, these steps we have been over could be covered very rapidly by any supervisor who knows his work group well. The longer you supervise the group and the more alert you remain to your work situation, the easier this whole process should become.

Topical Outline	Action
4. Diagnosis; alternatives; consequences; select action	4. Say: next step in scientific method: diagnosis (step 3 10H5)
a. Use of checklist, 11H1	a. Say: as you diagnose, think of alternatives, consequences; this leads to selection of action Say: to help you do this, read Handout 11H1 distribute reading time: 4-5 minutes Interpret: "new to" on 11H1 Say: let's take case--new to Government, job, etc. Say: look at box 1, 11H1 Ask: who will - orient him to Government? - explain conflict of interest? - talk about ethics?

- Before an agency hires a person, or promotes or assigns a worker to a new job, someone analyzes the qualifications of that individual; this data should be available to a supervisor. Figure 1, handout 9H2, provides a quick checklist of data a supervisor might collect.
- Analogy: It takes more time to describe how to tie a shoe string than to tie one; we have been describing in detail a procedure which can be either brief or time-consuming.
- If a worker is brand-new to Government, he needs a lot of information and help, and this is going to take the time of a supervisor and others.

4. The next step in the scientific method, after we have the facts about the individual and our group, is to make the diagnosis. This is step 3 on handout 10H5.

   a. Now, what we want to do is to think over the facts we have in some organized way so we can come to a conclusion as to what a new employee needs.

   But as we do this it would be most convenient to consider the alternatives and select the steps to take. That is, it would be convenient if we could take steps 3 and 4 together.

   To help us do that, personnel offices have developed checklists. Here is one of them, "Checking in a New Employee." /Handout 11H1/ Please look it over and we will discuss it.

   Let's check over the form, now, briefly. Note the box at the top of the form that says "new to." Let us consider that we are going to recruit an employee who is new to all those boxes that follow: his first job, new to his occupation, new to our work group, new to Government. He is a college graduate.

   Now, look at box 1. Whom would you have orient him to Government?

   Would you have someone talk to him about "conflict of interest"?

   Who would talk to him about "ethics"?

Topical Outline	Action
	Ask: in box 2, who will - orient to agency? - to mission? - to clients?
Coverage of orientations - gaps in experience from interviews from application form	Ask: how determine coverage of these orientations?
Who orients? - supervisor everything? - personnel office agency mission agency organization conflict of interest leave, insurance promotion systems - other librarian supply supervisor medical officer security officer file supervisor fellow employees	
Resources: - employee handbooks - manuals - library - forms, procedures	
b. Work group	b. Say: look at box 3, 11H1 Say: look back to 8H1 Ask: what in 8H1 guides introduction to group?

Discussion

In box 2, whom would you ask to orient this new employee to your agency?

How would you determine what coverage you would recommend in these orientation sessions?

Points to bring out

- A checklist is a useful device to make sure that we provide a new employee all that he needs.
- From the experience and training record, interviews, and other data, a supervisor can estimate in what areas a new employee will need help.
- A supervisor located near a personnel office can plan on help in orientation on such matters as agency mission, conflict of interest, and agency organization. A personnel officer can also cover leave, insurance, career patterns, etc. In isolated field stations, the supervisor may have to plan to cover these topics himself.
- Many agencies have employee handbooks which a supervisor can include in his plans for orientation; a supervisor who uses written material in orientation should later make sure the new employee has read and understood important points.
- Some things will not really be understood by an employee until he has been with the agency for some months (such as its traditions, standards of conduct, etc.); nevertheless, a supervisor's orientation plans should include enough about these important matters to start the employee toward understanding.

b. Box 3 on handout 11H1 covers the introduction of the new employee to our work group. Look back to handout 8H1, "What Group Functions Are Important and When?" What in this handout can we use as a guide when we are bringing into our work group a new employee?

Points to bring out

- We should keep in mind that we must orient a new worker both on the task side and the social relations side.
- The list of "critical task functions" in handout 8H1 can be used to supplement the items in 11H1.

Topical Outline	Action
Critical task functions information-getting forecasting operation storage transportation decision-making phasing	
Group maintenance functions membership vs. individuality group control vs. his contribution liking vs. management goals	Ask: how meet normal, social needs of newcomer?
Supervisor's functions - be completer - supports group - fills gaps - initiates group acts toward newcomer - supports newcomer	
c. Tasks	c. Say: see Box 4, 11H1 Ask: who trains newcomers in their tasks?

- In dealing with the "group maintenance functions" of handout 8H1, a supervisor should keep in mind a new employee's needs:

  to feel included in group membership
  to feel that he has influence on other group members
  to feel liked by other group members

What can a supervisor do to help meet the normal, social needs of a newcomer for membership and the like?

/Points to bring out/

- A supervisor will best manage the introduction of a newcomer if he acts as a completer. What the group does well, he supports; what it does not do or does inadequately, he takes care of.
- A supervisor initiates group action toward a newcomer; he lets the group know who is coming, what kind of person the newcomer is, what kind of job the person will be doing, etc.
- If a group will participate in making a newcomer feel welcome, that welcome will have more meaning than if it comes from a supervisor alone.

c. Box 4 on handout 11H1 covers the introduction of our new employee to his tasks. Let's look now at the process of putting him to work. Think back to a situation in which you brought into your group a person with no prior work experience. Whom did you use to train this newcomer? When you do it next time, whom will you assign to this job?

/Typical responses/	/Instructor's comment/
. That's the supervisor's job.	. If it is his job, how should he do it?

Topical Outline	Action
Supervisor - allot time for task instruction - use other employees for instructors in order to: build membership structure roles grant status save time of supervisor - act as completer, but provide leadership	
d. JIT (Job Instruction Training)	d. Say: let's look at how we instruct in a task Handout 11H2 distribute reading time: 1-3 minutes Say: look back to page 8, 9H1 Ask: how do 11H2 and 9H1 differ?
JIT, a special case of change	

. I'd use one of my best men to help instruct.	. How do you select a best instructor? What do you look for?
. I'd have to do much of the instruction myself, but I would also get help from other group members.	. You would share the instruction. How should you and your fellow-instructor go about this?

Points to bring out

- A supervisor must allot his time so that he can do some of the orientation of a new employee on important matters; this will build his leadership relationship with a newcomer.
- However, on such matters as occupational information, tasks, and manuals, in box 4, 11H1, a supervisor can act as a completer of group functions; if he has group members who can instruct in these areas, he should let them instruct the newcomer.
- When other members of a group help a newcomer learn tasks, this relationship will help give a newcomer needed membership, status, and roles.

d. Whether a fellow employee or a supervisor is assigned to instruct a new employee, that instruction should be well done. Some of you may have heard of JIT, or "Job Instruction Training." (Sometimes it is called OJT, or "On Job Training.") The basic elements for this method for introducing an employee to a new task are given on "Job Instruction." Handout 11H2

If you have finished reading this, please look back to the "steps to change" on page 8 of handout 9H1. How do these two handouts differ?

Points to bring out

- The steps in JIT follow closely "Steps to Change" in handout 9H1.
- JIT is directed specifically to task training, the "steps to change" are more general, being directed to any change.

Topical Outline	Action
e. JIT "telling demonstration"	e. Say: look at step 3, 11H2 Have 2 feet of plastic lamp cord or clothesline in hand Ask: have you seen JIT demonstration, why telling alone is not enough? (If a majority have, discuss lesson from demonstration.) Say: I am not teaching how to tie a knot; I am showing inadequacy of telling Select an inactive participant Ask: do you know how to tie an underwriter's knot? (If he does, select another inactive participant.) Say: let me tell you how to....(please listen closely) Directions: - keep wire behind you - speak slowly, accurately - give him wire when you have finished Demonstration: see box, facing page (For instructions as to how to tie knot, see last pages in this session.)

- JIT is a method useful for introducing a new employee to his job or an old employee to a new task.

e. Look at step 3 on handout 11H2, "present the operation." The first line says "tell, show, and question." How many of you have seen the JIT demonstration as to why telling alone is not enough?

As not all of you have, let me demonstrate it to you. As I start this, please keep in mind that I am not trying to demonstrate how to tie a knot. I am demonstrating the inadequacy of telling as a method of instruction.

Would you mind working with me on this?

Do you know how to tie a fire underwriter's knot?

Let me tell you how to tie an underwriter's knot. Please listen closely.

The Underwriter's Knot

Take a piece of (plastic) lamp cord. Slit apart its two strands for about six inches.

Hold the wires vertically with your left hand, between the thumb and first firgner, 6 inches from the loose ends.

Straighten the wires.

Grasp the right-hand loose end with the right hand and make a clock-wise loop bringing the loose end across in front of the main strand.

See that this loop is about 1 inch in diameter and that the stub protrudes to the left of the main strand about 2 inches.

Grasp the other loose end with your right hand.

Pull the loose end toward you, pass it underneath the stub, behind the main strand, through the right-hand loop, from back to front.

Grasp the ends evenly between the thumb and first finger of the right hand.

Pull the knot tight.

Shape the knot between the thumb and first finger of the left hand as it is pulled tight.

Topical Outline	Action
	Say: now you tie knot
	Say: it is not your fault; did not learn because telling alone is not enough
	Tie the knot yourself, quickly, very quickly
	(What if he ties the knot? You can repeat demonstration with another person. You can ask for volunteers to tie knot now.)
f. 5-step method	f. Ask: why does telling fail?
	Ask: what application does this have to instruction in - machine operation? - procedures?
Why telling fails: - inadequacy of words alone - complexity of many operations - limited span of attention - need for two-way communication - need to use teaching order	
	Say: we often tell people and often they fail (give examples)
	Say: look at 11H2, the 5-step method
	Read: the five steps

Now, you tie the knot.

You did not tie it. This is not the learner's fault. He did not learn when I told him very carefully and accurately how to tie the knot, but it is not his fault.

The learner did not learn because telling alone is not good instruction. It is not dependable.

f. Why does telling alone fail to prepare an employee to tie a knot? It also fails to prepare an employee to follow a procedure or operate a machine. Why does it fail?

Points to bring out

- Procedures seem complicated when we hear them through words alone.
- Many procedures are difficult to describe in words.
- We are limited in the span of our ability to absorb a detailed procedure.
- We need more than just words describing a procedure; we need
  - to be shown how
  - to be helped with difficult steps
- We need two-way communication, questions from the trainee when he does not understand and questions from the trainer to make sure that his points are getting over.
- The instruction needs to be organized from simple to complex or in some other teaching order.

Yet we often just tell our secretaries or clerks or physicists or internal revenue agents what we want them to do; that is all the instruction they get.

When I tell an employee what he should do and do nothing else to instruct him, his failure is really mine. I have not really trained him.

Let's go back to handout 11H2. To instruct a man properly, I need to:

1. Prepare myself in advance
2. Prepare my employee
3. Present the operation that I want learned to my employee
4. Let my employee do the operation
5. Follow up--put him on his own, but check back frequently

Topical Outline	Action
5. Summary	5. Summarize session

- prepare yourself
- prepare your group
- prepare work and work station
- prepare a training plan
- welcome the new employee
- assign him to training and to work
- instruct him

--End of Session--

Discussion

5. Let's try to summarize what we have been discussing about the orientation of a new employee. (Instructor--some points:)

- Prepare yourself
  - Who is the newcomer?
  - What is his history?
  - What do you expect of him?
  - How is your group likely to react to him?

- Prepare your group
  - Let them know who the new employee is
  - Tell them what you expect of him
  - Have them participate in orientation
  - Make clear his relationships to other group members

- Prepare the work and work station
  - Set up the work area: desk, machine, etc.
  - Have manuals or written instructions ready
  - Have some work which the new employee can learn or practice

- Prepare a training plan
  - Who will do what? (handout 12H1)
  - Alert others to their assignments
  - Provide for follow-up of instruction
  - Plan for evaluation of both the trainee's progress and the quality of instruction

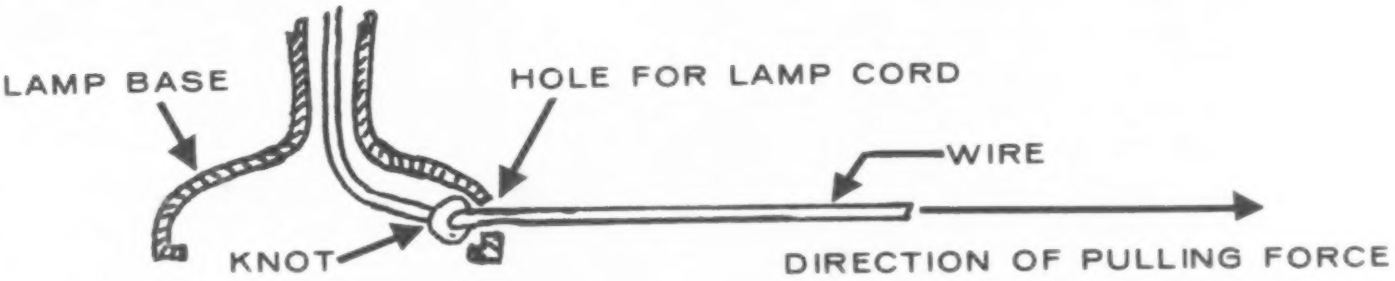
- Welcome the new employee
  - Know his name, know it well
  - Introduce him to fellow workers
  - Make sure people talk to him at coffee breaks or take him to lunch
  - Make sure he understands the work and group mission
  - Start interesting him in learning new work

- Assign him to training and work
  - Formal orientation classes
  - On-the-job instruction
  - Self-development

- Instruct him
  - Tell, show, question
  - Follow up
  - Put on his own
  - Evaluate him and training
  - Tell him how he is doing

Instructor's Guide: Tying an Underwriter's Knot

The underwriter's knot is used by electricians. For example, they use it to enlarge a wire's diameter so that a pull on the wire will be transmitted to the light fixture and not to a soldered electrical connection:



Tying the knot is exceedingly simple--once you know how. We'll have to write down a lot of words to tell you how, but we will also show you and hope that you can learn the job. Please persist! Once you've got it, you can tie one in ten seconds and impress your class. The demonstration has been used successfully many times to illustrate your point that telling is not good instruction. Here's how to tie that knot:

1. Get a piece of electric lamp cord. The plastic variety is good because it is easily split into two pieces. The wire should be about two feet long.

2. Split the wires apart for about six inches.

From here on we need to tell and show:

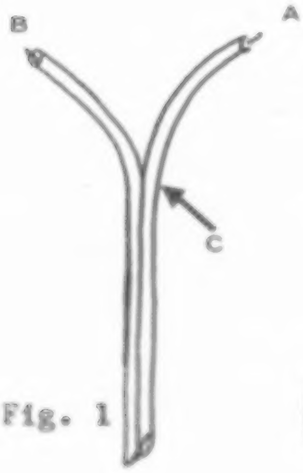
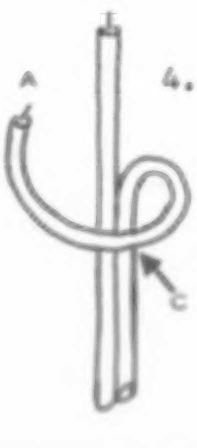
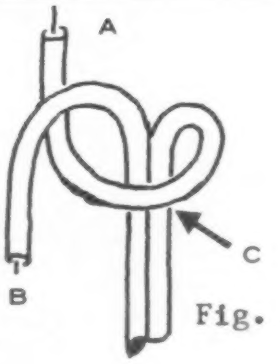
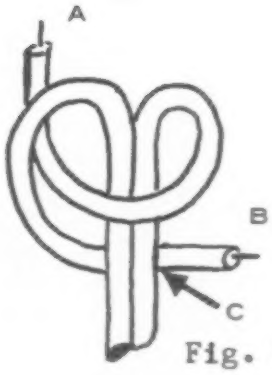
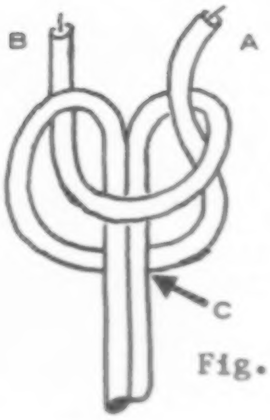
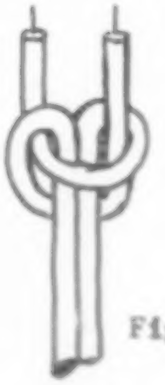
Illustration of step	Operation	Key points to watch for
 Fig. 1	3. Hold wire in left hand at point C (Figure 1).	6 inches split apart
 Fig. 2	4. Make one-inch loop in right-hand wire, wire A.	clockwise, hold both wires at C A crosses in front of C

Illustration of step	Operation	Key points
 Fig. 3	5. Pull left-hand wire, wire B, toward you.	Crosses in front of the end of A
	6. Make one-inch loop in B, Figure 4.	Counter clock-wise; B passes behind both wires at C
 Fig. 4	7. Put end of wire B through right-hand loop, Figure 5.	B crosses behind A; goes into loop from behind; now crosses in front of A
	8. Pull tight: Figure 6.	Keep ends even; take wire ends, A and B, in finger and thumb of right hand; hold wires at C with left hand
 Fig. 5	9. Got it? Do it again! Practice until you have it down well.	Use thumb and first finger of left hand to shape loops neatly and snugly
 Fig. 6	10. Use fresh, unused wire for your demonstration (or use clothes-line). If you have to use your practice wire for your demonstration, straighten it by pulling it firmly over a pencil.	Practice at least 6 knots

UNITED STATES CIVIL SERVICE COMMISSION
Bureau of Training
Washington, D. C. 20415

SUPERVISION AND GROUP PERFORMANCE

INSTRUCTOR'S INSTITUTE

Instructor's Study Guide

Session 12

I. General comments

In this session the focus is on the supervisor's role in the training of his employees. The topic is approached through relating the entire process of learning to many of the concepts that have been developed earlier in the course. Since this session, in effect, tells the supervisors how to teach, the instructor will be on display -- his own application of the principles he is presenting will be subjected to close scrutiny by the participants.

This particular session includes one of the most flexible "accordions" to be found anywhere in the program. As has been noted before, the amount of time allotted to each of the sessions is only approximate. As a result, it is fairly common for the instructor to find himself slowly but surely dropping behind schedule. Handout 12H2, the programmed instruction unit, can be used to good advantage to make up some of the deficit. Since it is specifically designed to be completed by the student "on his own," it can be handled this way -- introduce the handout, tell the participants what it is and how it works, allow them a few minutes to do the first page or so, and then tell them they can finish it later, on their own. You can even assign them the task of completing it at home, overnight. This single item, when handled this way, will allow you to "catch-up" to the extent of 30 to 45 minutes. (If, by some coincidence, you find yourself running ahead, it can also be used to slow yourself down -- have the students complete the entire exercise in class!)

Some experienced instructors have found handout 12H2 on programmed instruction to be more time-consuming than they feel it is worth and have thus eliminated it entirely from the session, confining themselves to a general discussion of programmed instruction as presented in this Guide. Other instructors, who also find 12H2 to be time-consuming but like the exercise, have assigned it to their groups as homework. Both of these methods are acceptable alternatives, but it is suggested that new instructors follow the Instructor Guide the first few times they conduct the course.

II. Relationship to other sessions

See II, Relationship to other sessions, in the Student Study Guide for session 11.

III, IV, and V. (Exercises)

There are no exercises in this session.

VI. Problems or difficulties inherent in this session

There are no problems or difficulties inherent in this session. There are, however, two areas where the instructor may find it necessary to defend an idea or a portion of the course.

1. Many of the supervisors will initially disagree that they have a significant role to play in the training of their personnel. As a result, the instructor will occasionally find it necessary to discuss this point at some length.

2. Throughout the program, differences in reading speed will be apparent. These will be manifested primarily in the unevenness with which the members of the group finish reading the various handouts. In most cases, the differences in reading speed will not result in any major problems, but they can be a potential source of trouble if the instructor asks the class to complete all of 12H2 in class. Accordingly, if you plan to have the entire unit done in class, some consideration should be given to what you will do with the faster readers -- they may well finish 15 to 20 minutes ahead of your slowest reader.

SUPERVISION AND GROUP PERFORMANCE

Session 12

Learning and Training

Purpose

Your objectives: (1) get the group to understand that employees learn by being placed in a learning situation, (2) put them in a situation where they can learn the principles of learning, (3) get them to clarify for themselves the supervisor's role in training and (4) provide them with a few simple aids that will improve their training plans and instruction.

Time required

2 hours

Plan

1. Learning
   - mental set
   - principles of learning
   - individual differences
   - reinforcement
   - learning situation

2. Supervisor's training role
   - need determination
   - job analysis
   - perparing the worker
   - orientation
   - presenting an operation
   - try-out
   - follow-up

3. Summary

4. Formal training
   - training schedule
   - pooling common needs; in the agency
   - pooling common needs; outside resources

5. Summary

Notes

This unit is a test for you, the instructor. You are going to be presenting concepts about learning and training. It should be a common experience for you to find that the better students start saying to themselves, "He tells us, but is he taking his own suggestions?" We think the course has been designed so that you can use the principles this session presents.

This session is closely related to the previous one on "the new worker." You are moving, however, to deal with a more general case, that of any worker who needs to change.

We have suggested in the text that you constantly refer back to "The Process of Change," handout 9H1. We do this because change is the goal of training. It is a secondary goal, of course; the primary goal of a supervisor is to get the job done, to accomplish things in accordance with his agency mission, to carry out his function. But in order to do this, he must change new workers, change present workers, and even change himself. In short, he must know a great deal about learning and training.

Materials

Blackboard or similar device

Handouts

12H1, Learning
12H2, Reinforcement
12H3, Breaking down a task
12H4, Training schedule
12H5, The Government Employees Training Act -- a summary

Preparation for instruction

You will need to plan how you will demonstrate mental set in the early part of the session. Familiarize yourself with "Reinforcement," handout 12H2. You often get questions on this one, particularly with groups that are somewhat slow readers. Have handout 9H1 convenient to your hand as you will be referring to it.

Analyze your group. If they are mostly from agencies with unsophisticated training programs, you are going to have to help them with the sections on formal training.

You may wish to look at Chapter 410 (on training) of the FPM, as you may get questions about what kinds of training are authorized and what kinds are not authorized.

You may wish to read a good statement on learning such as you will find in "Learning and Education," Chapter 16 in The Psychology of Learning, by B.R. Bugelski (Henry Holt and Co., 1956). Also see: The Supervisor as an Instructor, by Martin Broadwell, Addison-Wesley Publishing Co., Reading, Mass., and Menlo Park, Calif., 1968.

A good book on the general topic of change in our society is: The Dynamics of Change, ed. by Don Fabun, Prentice-Hall, Edgewood Cliffs, N.J., 1968.

Topical Outline	Action
1. Learning	1. Transition: from special case of new employee, in session 11, to experienced employees Say: same principles
a. Mental set	a. Define "mental set" Demonstrate mental set Use case on next page--be ready for today's date for fourth example /Blackboard/ Say: mental set is easily developed, hard to overcome
b. Principles of learning	b. /Handout 12H1/ distribute reading time: 5-10 minutes Say: let's test principles Ask: what affects trainees' ability to learn?

Discussion

1. We have been discussing a special case of training: the orientation and training of new employees. Many of the same principles apply when we train experienced employees who have been with us for some time.

   a. The job of instructing an experienced employee may be somewhat more difficult. An experienced employee has developed a mental set about what he should do and when he should do it and how he should do it. For example, when I cut meat, I hold the knife in my right hand. Then, before I eat the cut piece, I change my fork to my right hand. Why? In Europe, people do not do this. I learned to eat that way and I have a mental set about it.

   Let's try a simple experiment which may show what I mean by mental set and how easily we develop it. Take a piece of scrap paper. I am going to put several number series on the board. You are to indicate the next two numbers that should follow the ones I give. For example, if I said 1, 2, 3, 4, you would write 5, 6. Any questions?

/Blackboard/	/Participant response/
1 3 5 7 _ _	9 11
1 3 6 10 15 _ _	21 28
9 8 10 7 _ _	11 6

   For next series call out numbers which indicate today's date. For example, for November 23, 1969 write on the board "1 1 2 3 _ _." The next two numbers would be "6,9" as part of "1969." For January 5, 1970, you would call out "0 1 0 5 _ _," and the next two numbers would be "7,0."

   Most people miss this series. Why? Because of a mental set. It is easily developed; it is not easily overcome.

   b. Let's consider how we can overcome mental set and other barriers to learning. I would like to have you read "Learning." /Handout 12H1/

   Let's test the "principles of learning" that you read in the handout.

   What are some of the differences in trainees you have observed that affect their rate of learning or their ability to learn?

Topical Outline	Action
	Cross-reference See fig. 1, ¶H2: intelligence experience skill from education in reading ability goals values emotional balance physical capacity motivations relations with others
	Ask: give examples of tailoring training to fit individuals Example: this course
	Ask: what conclusions can you draw from "training must fit the trainee" principle? Many training courses: select trainees who fit the courses
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Discussion

/Typical responses/

- intelligence
- experience
- amount of skill previously learned
- prior knowledge
- amount of education
- reading ability (comprehension, etc.)
- physical stamina
- other physical factors: grip, reach, height
- emotional balance (affecting ability to study, ability to take confusion or frustration, etc.)
- ability to get along with others (class, instructor, supervisor, fellow employees)
- goals
- motivation and attitudes
- values (in professions, for example, acceptance of professional ethics)
- readiness for training (second principle of learning, handout 12H1)

What example can you give us of a training program which is specifically tailored to meet the needs of individuals? I can think for example of training in New Mexico in which training classes are adjusted to allow for the differences in participant understanding of English. What other examples can you give us?

/Examples/

- Accident training and civil defense courses are attended by a wide variety of participants; they must be adjusted to fit the needs of such different persons as engineers, mechanics, and storekeepers.

- This course for supervisors may be attended by persons supervising blue-collar, clerical, or professional employees; it is, therefore, adjusted to fit the needs of the different participants.

You cannot think of many examples. Yet a principle given in handout 12H1 is that training must fit the trainee. What conclusions can you draw from this about most training?

/Points to be brought out/

- We don't take this factor into account often enough.
- Sometimes we take this into account by limiting our trainees to persons who are quite similar (as, for example, in this course we sought to select persons with supervisory experience and interest in supervision).

Topical Outline	Action
	On-the-job training is easy to adjust to individual Classroom training is difficult to adjust
c. Individual differences	c. Read: 2d principle, 12H1
- difference in readiness	Give examples of readiness (mental set)
- difference in mental set	
	Ask: what difference in response - expecting written test? - not expecting test?
Test or not?	
anxiety; motivation to what? resentment? study harder?	
mental set; study to answer test: study to do my job?	

- on-the-job training is more readily adapted to needs of a trainee.
- classroom training is less adaptable to the needs of each trainee.

c. "Trainees differ in their readiness for learning," says the second principle in 12H1. At the beginning of this session we discussed mental set. Set affects learning. A person who has driven a gear-shift car and is now learning to drive an automatic shift will reach for the clutch in times of stress. Likewise, a driver used to automatic shift will forget to engage the clutch on occasions, with a grinding of the gears as a result.

Let me pose a simple problem. Suppose that you were conducting a formal class for your agency in its regulations. What difference would you expect in the learning pattern if you told one class that you would give them a written, short-answer examination, and in another class you did not make such an announcement:

Typical responses	Instructor comments
Obviously those that expected a test would study harder.	Why? Both groups have equal use for the information.
Both should study equally well.	So they should. But studies show that they do not. Why is this true?
Those who expect a test might rebel and study less.	Research shows that in most groups those who expect a test do get higher marks. Why does this happen?

Points to bring out

- Knowledge of an impending test increases the anxiety level; employees are motivated to more study.
- Resentment against a test often springs from anxiety about how one will do in that test; the instructor should avoid raising so much anxiety that the student cannot study well or perform well in test.
- The mental set of those who do not expect a test often directs them to study the broad implications of the regulations; the mental set of those who expect a test directs them to look for specifics likely to be in the test.
- Some employees, especially those who have been out of school for many years, become very anxious or even fearful at the thought of an impending test. If a test is planned, the instructor should place its importance in the proper perspective. Employees who exhibit undue anxiety should be reassured and placed at ease if possible. Anxiety arising from a planned test can be a motivating or driving force, but too much anxiety can be detrimental.

Topical Outline	Action
Conclusion: check mental set	
d. Reinforcement	d. Read: 3d principle, 12H1 Define: programmed learning; related to reinforcement (Check the first page of the Instructor Guide for further directions on the presentation of this exercise.) Say: I will give you an example of programmed learning Say: put on the table a pencil or pen and one blank sheet of paper (8 x 10½) Give instructions: cover front page, except directions Handout 12H2 distribute reading time: 30-45 minutes Say: read directions, put answers in the blanks to the left of the questions. Say: handout is both - example of programmed learning, and - means of giving you information Say: if you have questions on any part of 12H2, ask
Programmed instruction - must fit least informed of those who use it - each box must permit correct response by most trainees	Ask: all through? Ask: what use for programmed instruction?

- Before putting a trainee in a learning situation, a supervisor should test the trainee's mental set.

d. Let's look at the third principle in Handout 12H1, "Reinforcement should follow each learning experience." Social scientists have devised a learning method which provides the learner with immediate feedback as to the correctness of his learning. You have probably heard of this; it's called programmed learning.

In a moment, I will give you an example of programmed learning. Please have a pencil or pen available. Also, please have available one blank sheet of paper of notebook size (8 x 10½).

When you receive this handout, please use one blank sheet to cover the front page below the list of "Directions." Leave the part labeled "Directions" exposed. Now, here is "Reinforcement." /Handout 12H2/ Please read those instructions and do what they tell you to do. Put your answers in the blanks to the left of the questions. Remember, this handout serves two purposes: (1) to let you try a programmed learning device, and (2) to provide you information about reinforcement.

If you have any questions while you work on 12H2, raise your hand.

If you have finished answering the questions on handout 12H2, let's discuss it briefly. What use can you make of this kind of instruction?

/Typical answers/	/Instructor comment/
Too hard to read.	How did the rest of you feel about this?
The learning units were too small; too much repetition.	What effect would larger learning chunks have had on the correctness of your responses?
I like it and I think I got its message.	Yet this type of training does not follow all of the training principles. Where does it miss?

/Points to bring out/

- Programmed instruction must be cut to fit the trainees; this usually means that it must fit the trainee with the least information; some quicker trainees may find the pace slow.

Topical Outline	Action
- each box must lead to following ones - some failure on items is a motivator To program learning: - use trained staff - allow for high cost - savings when used by many trainees	
e. Learning situation	e. Say: we've covered principle 4, 12H1 Ask: how apply principle 5, 12H1?
2. Supervisor's training role	2. Read: step 1, page 2, 12H1 Say: think back to 9H1: "look at yourself--what change do you want....?"
a. Need determination need to remedy - errors - spoilage - low production - poor quality - orders not followed - poor writing	a. Ask: what makes you aware of a training need?

- Each step or box should be designed so that it can be answered correctly by almost all (90% or better) trainees.

- The first group of questions must ask for answers which are common knowledge (as in question 1) or which can be readily inferred (question 2).

- Failure on some items increases the motivation of the trainees (increases anxiety).

- The construction of good questions requires skill, care, and time.

- Programmed learning does not quite follow all of our principles of learning -- it cannot fit the needs of all trainees, but it will fit the needs of most if the trainees are well selected and the program is well designed.

e. Let's go back to handout 12H1, page 2. We have covered point 4, "Adults learn differently from children." How do you apply the fifth principle, "A supervisor prepares the situation; the trainee learns"?

/Point to bring out/

- Some supervisors who believe this just do not act on that principle; that's why "telling" is used so frequently by such supervisors.

2. Now look at step 1, page 2, of handout 12H1, "Prepare yourself in advance" to assist the learning process. As you look at this, think back to the "steps to change" in handout 9H1. In the first step to change, we said "look at yourself -- what change do you want and why?"

a. We did not at that time discuss how a supervisor determines that an employee has a need for training. In your experience, what happens to make you aware of a training need?

/Typical responses/

- spoiled work
- errors in work
- decline in production
- production records (showing decline)
- departure from procedures
- failure in coordination
- inability to handle technical problems
- failure to fill out report correctly

- inadequate letters, reports

Topical Outline	Action
need for change - new methods - new policies, procedures - new employees - reorganizations	
need for support - upgrade skills - prepare for promotion - desire for knowledge	
	/Blackboard/
	/Cross-reference/ This is related to boxes A and B, 10H5: diagnosis, support, remedy, change.
b. Job analysis	b. Say: see indented material, page 2, 12H1, "break down the job..." /Handout 12H3/ distribute Say: look at Example No. 1 Describe: column 1 Say: this is detailed because worker has little freedom Say: look at Example No. 3 Describe: column 1 Say: this is less detailed; worker has more freedom

- new techniques
- new procedures or policies
- reorganizations
- new employees
- upgrading present skills
- desire to improve quality or quantity
- job analysis or methods analysis

To summarize, we commonly find there is a training need when three things are involved:

/Blackboard/

remedy
change
support

We want to remedy inadequate performance, we want to change the way the work is being done, or we want to give support to an employee's self-development.

b. The indented material at the bottom of page 2 of handout 12H1 starts with "Break down the job ... into manageable units." Let's take a look at sample breakdowns in "Breaking Down a Task." /Handout 12H3/

Look at Example No. 1. Here the boss is breaking down the job of obtaining authorization for travel in order that he can instruct his secretary. Column 1, "Duties," is broken down into four parts: air or train reservations, hotel reservations, filling out and routing the travel order, and obtaining tickets.

This kind of a job is covered by regulations and procedures to such an extent that the worker has relatively little freedom of choice. Therefore, the boss makes a specific, detailed job breakdown to make sure that the secretary learns what she is to do and how she must do it.

Look now at Example No. 3. In Column 1 of this example we have very broad statements: "extent of collections," "Library's services," "physical layout," and "self-service." In this example, we have a Chief Librarian dealing with a professional employee. She wants to be sure that the librarian understands the scope of her assignment, but she is leaving considerable room for judgment and variety. For example, under "key points," the Chief will say, "Find out what employee will want to use." Another point there is "Illustrate with examples of use by agency employees." These are guidelines, but they are far from specific directions.

Topical Outline	Action
	Say: look at Example No. 4 Point out: different headings Say: this is most specific; for blue-collar work
c. Preparing the worker	c. Say: see 12H1, page 3, step 2, paragraphs 1 and 2
Dealing with anxiety - individuals differ in levels of anxiety - reduction in anxiety through learning is strong motive - some tension, not too much, may be very useful - "avoid failure" and "success" are two tension-needs - study employee; arrange situation to meet his needs through learning	/Cross-reference/ See items 23, 24 in 12H2.
d. Presenting an operation	d. Say: see step 3, 12H1, "present the operation"
telling - lectures - conferences - seminars - symposiums - case study - on-the-job-instruction	/Blackboard/ Say: let's list ways of showing

Discussion

Look at Example No. 4. This is even more specific. The headings in this example differ from those in Examples 1 through 3. Column 2 is "Operations" instead of "Essential knowledges." Column 3 is "Specific information" instead of "References." The fourth example is good for blue-collar jobs.

Do you have any questions about handout 12H3?

c. Handout 12H1, page 3, says that step 2 is to "Prepare the worker." In the first and second paragraphs, it says that learners are likely to be tense or anxious in a learning situation. Then it points out that such tension and anxiety drives them to learn.

/Points to bring out/

- Some employees have personalities which make them more anxious than others; reduction of anxiety may reinforce their learning where other motivations may fail.
- It would probably be unwise to disregard the plain fact that reduction of anxiety is a strong motivating factor.
- Is it possible that "curiosity" and "need to do good work" are derived from basic insecurities and anxiety? Important differences is that employees accept a supervisor's use of these two motivations better than his use of anxiety.
- As pointed out (in items 23 and 24 in handout 12H2), a supervisor should know the needs of his employees; if an employee who needs praise is praised for learning, he will probably continue learning.

d. Another step in handout 12H1 is "Present the operation." We all use "telling" -- lectures, conferences, seminars, symposiums, etc. -- often enough to be familiar with that method of presenting an operation, but what about showing? Let's quickly list on the blackboard some of the different ways of showing a worker how to do a job.

/Possible responses/	/Blackboard/
. write out a procedure	. procedures
. put it in a manual	. manuals
. do it myself while employee watches me	. demonstrations

Topical Outline	Action
showing - written words - pictures, moving pictures - charts, diagrams - physical objects - demonstrations - skits, role-playing - observation tours	
e. mistakes - if employee knows he is wrong, say nothing - if employee does not know, ask him to explain what he is doing - let employee learn by making mistakes; avoid reinforcing mistakes - avoid mistakes which may cause injury may damage equipment	e. Discuss: try-out without penalty
f. Follow-up situation - supervisor prepares; trainee learns - adjust situation to learning rate of employee	f. Say: see step 5, 12H1, "Follow up"
3. Summary Employee - is he learning what is intended - each is different	3. Summarize session to this point

- make a flow chart
- draw a picture
- diagrams
- illustrations

e. Step 4 in handout 12H1 is "Let him do it." In handout 9H1, "The Process of Change," we were told to let the employee try out the new way without penalty.

/Points to bring out/

- If a supervisor lets an employee simulate the work, this is try-out without penalty.
- Since simulations (dry-runs) are not commonly used, a supervisor would have to orient the employee both to the matter to be learned and the process to be used for the learning.
- In practice without penalty, if an employee makes a mistake and knows he is wrong, a supervisor need say nothing.
- If an employee makes a mistake and does not recognize it, a supervisor should ask him to say out loud what he is doing and why.
- While it is desirable to let an employee learn by making mistakes, a supervisor should avoid reinforcing a mistake.

When should a supervisor try to keep an employee from making a mistake?

/Points to bring out/

- When a mistake might injure the employee.
- When a mistake might damage expensive equipment.
- When a mistake might injure someone else.

f. Step 5 in handout 12H1 is "follow up." Important key to follow-up is for a supervisor to prepare the situation; the trainee learns; a supervisor's follow-up should adjust the situation to provide better or faster learning.

3. Let's summarize what we have gone over so far in this session:

- There is only one true measure of a supervisor's ability to instruct: Are his employees learning what they are intended to learn?

- Employees differ greatly in the way they learn; some become tense, others stay relaxed; some need much support, others prefer to work things out themselves; some learn quickly, others slowly. Supervisors should study each to find out what learning situation will be best for that particular employee.

Topical Outline	Action
Supervisor - provides learning situation - motivates learning - reinforces learning	
When train? remedy: - errors - low production - poor quality, etc.	
change: - new methods - new policies, procedures - reorganizations, etc.	
support: - prepare for promotion - upgrade skills, etc.	
Order of training: - from simple to complex - from known to unknown - (not necessarily logical order) - from dependency to independence	
4. Formal training	4. Transition: from training one to training a group
Why train off job? - more than one to be trained - save time, money - standard procedures or methods - frequent turnover	Say: why need for group training, formal classes, training schedules
a. Training schedule	a. Handout 12H4 distribute reading time: 3-4 minutes

- A trainee's learning is affected by the mental set of the supervisor, his fellow employees, and the employee himself; learning will be facilitated if a supervisor, accepting his role, prepares himself and the group in advance and if the employee is ready for change.

- If a competent employee, strongly motivated to learn more and more about his occupation, receives reinforcement from his own and his supervisor's satisfaction, when will his supervisor need to instruct him?

  - when management introduces new practices, procedures, or policies

  - when technological developments are so complex that the employee needs help

  - when his learning leaves gaps which should be filled

- Learning situations need to be presented in an order which promotes progress to competence; this may be quite different from a logical approach such as might be used in a report.

- Learning starts with dependency on supervisor, manuals, or guides, and moves to employee judgment, initiative, and skill.

4. So far, we have been discussing what the supervisor does to provide training to one member of his work group. If more than one new employee arrives at the same time, if a new procedure must be followed, or some other situation develops in which more than one employee is to be trained in the same new skill or knowledge, a supervisor can save time by offering the same learning situation to several employees who need it.

   If he has fairly rapid turnover and relatively stable procedures, he will wish to save time by developing standard sets of material to create rather standard learning situations for new employees.

   Let's turn, therefore, to the design of standard training plans.

   a. For a number of years, Federal agencies and industrial concerns have provided a training timetable for use by their supervisors who can create standard learning situations. Here is "Training Schedule," /Handout 12H4/, which describes how such a form is constructed.

      If you have finished reading the handout, let's turn to page 3. Here is a blank form that you might use for developing a standard training program for your own shop. This form has been widely

Topical Outline	Action
	Say: turn to page 3; here's a blank schedule for you
b. Pooling common needs; in the agency	b. Say: this form discloses common training needs across units and divisions
	Ask: what do you do about common training needs, how?

Personnel offices
- survey training needs
- help set up formal courses
- conduct some courses; orientation, etc.
- obtain approvals for training

used in industry. In the Federal service it has been used in the Air Force and Army.

b. A common experience of agencies that use this type of form is that a group of supervisors will discover they have common training needs. When you find that you have such common training needs in your agencies, what do you and your bosses do about it.

Typical responses	Instructor comment
. Call on personnel office for help.	. And if they lack the staff or resources, what should you do then?
. Call on our mutual boss for help.	. What would you expect him to do?
. Get together with the other supervisors.	. If you decided to train, what clearances would you need?

Points to bring out

- In many organizations, formal classroom training is conducted by supervisors or employees; this is particularly true of technical training.
- Training staffs, in many Federal agencies, conduct surveys of training needs and help set up classes where needed but depend on managers, supervisors, and employees for instruction.
- Personnel offices may conduct some training such as orientation to the agency, supervisor training, and management courses.

Topical Outline	Action
Line officials -report training needs -instruct in some courses -release employees for courses -release complyees to be instructors	
c. Pooling training needs; outside resources	c. Say: universities and other schools are also training resources; how many of you had non-Government courses? Ask: how many had in-service agency courses? Say: majority of training is in-service; this is Training Act policy; Training Act also allows agencies to share training costs. Ask: how many participated in interagency courses? (All--this is such a course.) Ask: how find out what interagency training is available; what are Training Act policies on training?
Interagency training	Discuss kinds of interagency training

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- Training classes drawn from several work groups are usually approved before they begin by a line officer.

c. Another resource for common training needs is colleges, universities, and other non-Government training organizations. how many of you have been sent by your agencies to a university, factory, or other non-Government conducted training course? There is a provision in the Training Act that permits agencies to join together and conduct training on a cost-sharing basis. How many of you have ever attended an interagency program where one agency actually conducted the program, but participants came from a number of agencies? Note All--this is such a course.

The Civil Service Commission conducts interagency training programs in its central office in Washington, D. C., and in 10 regional offices around the United States. Programs fall into five catagories: general management and supervisory courses, of which Supervision and Group Performance is one; personnel management training; automatic data processing training; financial management and planned program budgeting training; and communications and office skills training. In addition to the training centers mentioned above, the Commission also has two Executive Seminar Centers, one at Kings Point, N. Y., and one at Berkeley, California. For top-level managers in Government, the Federal Executive Institute, outside Washington, D. C., offers broad training in the administration of national policies.

Information on the kinds of interagency training available can be obtained from the Interagency Training Bulletin. All personnel, industrial relations, or training offices should have a copy of this book published at the start of each fiscal year by the Commission. The Commission's training centers also publish calendars of training programs during a given period (i.e., quarterly, monthly, etc.). Specific course announcements are sent to agencies 2 to 3 months prior to the start of a course, indicating any prerequisites for attendance, course contents, cost, dates and location, and procedure for nominating participants.

Say: other supervisory courses
-Introduction to Supervision
-Basic Management Techniques I
-Basic Management Techniques II

Say: other general courses
-Management and Group Performance
-Middle Management Institute
-Executive Institute
-Supervision of Low Skilled Employees
-etc.

Distribute course announcements if available; also, training bulletins, schedules

/Handout 12H5/ distribute
reading time: 1-3 minutes

Discussion

In the area of supervisory training there are several courses that have been developed to give supervisors a well-rounded background. In addition to this course, there are three other courses for the supervisor. Introduction to Supervision, Basic Management Techniques I, and Basic Management Techniques II all can be applied to meet 40 hours of the 80-hour supervisory training requirement that applies to supervisors appointed after July 1, 1969. Incidentally, do not be misled by the titles of BMT I and BMT II. You do not have to take BMT I before taking BMT II

In addition to these basic courses, there are several other training courses offered that might be of interest to supervisors and managers, including: Management and Group Performance, Middle Management Institute, Executive Institute, Supervision of the Low Skilled, and courses in the areas of problem-solving, decision-making, performance evaluation, personnel management for supervisors and managers, and interviewing and counseling.

If you have any questions about Commission training programs, please feel free to call me or my office. You might find people in your own agency who have attended the course you are interested in and solicit their opinion about the program.

All training conducted by the Commission is based on policies set forth in the Government Employees Training Act. A summary of its provisions is contained in /Handout 12H5/.

Topical Outline	Action
Policy: -each employee is to develop himself -outside training should meet management needs, mission -Government may pay for outside training which is needed to attain mission -funds for outside training are allocated in order of priority	
Policies on outside training: -vary agency to agency -may pay tuition, travel, and other training costs -some require sharing of costs (every other course) -training must be related to present or future assignment	Ask: what is your agency policy; how get needed training?
Clearances -approvals from line -clearance through personnel office	
Schedule -use 12H4	

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Discussion

/Points to bring out/

- GETA is not a scholarship Act; employees are responsible for their own self-development.
- GETA should be used to assist an agency in carrying out its mission.
- If, for example, an employee is studying a type of engineering which the agency uses, and management expects to use his engineering skills, the agency may support all or part of his study.
- Most agencies would lack funds to provide training for all employees in all the courses that they would like to take.
- If funds are available, training of a competent employee to bring him up to date is rewarding both to the employee and the agency.
- Some agencies, when they feel that the employee ought to share in the costs of an extensive series of night courses (more than 2 or 3), will pay for every other course (that is, about half the costs).
- Courses paid for should be related in some way to present or future assignments; many agencies interpret this very broadly.
- Personnel officers and employee development officers should be consulted as to agency policies before a supervisor commits himself to obtain reimbursement for a course.
- Non-Government training can be scheduled on a form like that given in handout 12H4.

Topical Outline	Action
5. Summary	5. Summarize session
Supervisor's function -guide employee to: on-the-job training formal courses outside training	
-identify training needs common to several units; seek joint courses	
-consult with employee development officers	
-develop training checklists (12H4)	
-prepare learning situation: motivate learning; reinforce learning: on-the-job formal classes interagency outside Government	

-- End of Session --

Discussion

5. Let's summarize now what we have discussed in this session about training.

   . A supervisor is often the only person an employee can turn to for guidance in
     on-the-job training
     agency formal training courses
     training in non-Government facilities.

   . Most new employees have to learn many different operations; a checklist to make sure they get all the training they need is most valuable.

   . A supervisor who finds that his employees have training needs which parallel those of employees in other units may find it economical to urge his boss to develop a joint training program.

   . Employee development and training officers are consultants on most kinds of training; they may conduct management and supervisory training. They usually recruit instructors in technical subjects from line employees and supervisors.

   . With help from his training officer, a supervisor can find courses:
     in his own agency
     in other agencies
     conducted by the Civil Service Commission
     in universities
     in technical schools
     in manufacturer's schools.

   . Outside training is subject to some restrictions; it should be used whenever it will be profitable to do so, but assistance of the personnel or training office is desirable.

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UNITED STATES CIVIL SERVICE COMMISSION
Bureau of Training
Washington, D. C. 20415

SUPERVISION AND GROUP PERFORMANCE

INSTRUCTOR'S INSTITUTE

Instructor's Study Guide

Session 13

I. General comments

All supervisors are required to evaluate their subordinates from time to time, but few of them will have had any formal instruction in how to evaluate people. As a result, you will find that the participants will be quite eager to discuss the whole area of evaluation and to grasp at any help that may be proferred.

We cover the topic of evaluation in a manner quite different from the way in which it is usually handled (a more conventional handling treats this as a technical personnel item). Our approach is one of relating the evaluation of individuals and their performance to the everyday work situation -- not just to annual or semi-annual periods when past sins are recalled and some kind of standard form is filled out. This, of course, means that the instructor must, once again, be prepared to relate everything that is said about the process to the concepts which have been developed earlier in the course.

II. Relationship to other sessions

See II, Relationship to our sessions, in the Student Study Guide for session II.

III. IV, AND V. (Exercises)

There are no exercises in this session.

VI. Problems or difficulties inherent in this session

There are no real problems or difficulties inherent in this session. There are a number of points that will provoke discussion and disagreement among the participants, but nothing of such proportions as to cause the instructor any difficulty.

Frequently, participants will challenge the concept of 5 of any group being exceptional and 5 being inadequate (handout 13H2, page 3), and the rest being average. If this occurs, a discussion of the normal curve of distribution may be of value.

SUPERVISION AND GROUP PERFORMANCE

Session 13

Evaluating

Purpose

Your targets: (1) get participants to recognize that they evaluate their employees frequently in such simple acts as assigning work, (2) tie previous information on individual psychology and group behavior to the rating process, (3) get them to understand that we evaluate primarily in order to predict, and (4) give them an understanding of evaluation processes.

Time required

2½ hours

Plan

1. Purposes of performance evaluation
    - Prediction of future performance
    - Identifying needed changes
    - Carrying out of Presidential mandate for efficiency
2. Factors affecting performance
    - Individual psychology
    - Relationship to others
    - Summary
3. Performance standards
    - Agency standards
    - Need for standards
    - Case: setting standards for supervisor as a completer
    - Yardsticks for evaluation
4. Observing performance
    - How?
    - Halo effects
    - Objectivity

- Frequency

5. Rating

    - The rater
    - Difficulties
    - Reliability

6. Diagnosis

7. Planning change

    - Kinds of change
    - Resistance to change
    - Processes of change

8. Summary

Notes

The topic of this session may mislead you. We are not going back to a technical personnel topic. We are presenting performance evaluation as a part of the daily operations of an average supervisor who is not a trained psychologist. The material is intended to help the participants dig deeply into the factors which make an employee perform as he does. We want to help him use this information to predict how an employee will perform in his present job or in another job.

We do not cover feedback of ratings extensively in this session. It is mentioned, however. This topic will be dealt with in the next session.

In this session, you will be giving your participants an opportunity to apply our model of an effective supervisor, handout 10H5, to one of their important responsibilities. Those who understand the concepts will have little trouble with our approach to the topic. This does not mean, however, that they will agree with what you present to them. Performance evaluation is a topic which arouses strong feelings in supervisors in most large organizations.

Materials

Blackboard or similar device

Handouts

13H1, Steps to evaluation

13H2, Yardsticks for performance evaluations

Preparation for the instruction

You may wish to refresh yourself on previous materials you have handed out and discussed, particularly 2H2, Division of Work and Its Consequences; 3H2, Selecting the best candidate; 4H2, Motivation; 9H1, The Process of Change; and, 10H5, Model of an Effective Supervisor.

You may wish to review material on performance rating in some standard textbook on personnel administration. For example, you may wish to read "Service Ratings," Chapter 9, in Felix Nigro's book, Public Personnel Administration (Henry Holt & Co., 1959). If you are familiar with the usual treatment of this subject, you may wish to read "A Critique of Performance Appraisal," Chapter 6, in Douglas McGregor's Human Side of Enterprise (McGraw Hill Book Co., 1960). This book gives valuable insight into how a social scientist would apply modern theories to performance evaluations.

A good film that can be used in this session is:
"You're Coming Along Fine," produced by Roundtable Films (see address below). A text has been developed to accompany the film and may be used as a discussion guide for the instructor or given out to the participants and discussed. The text is entitled: Performance Appraisal: Responsibility and Opportunity, by Leonard Brown, William Haun, and Anthony Hybl.
Copies available for $1.95 from:
Roundtable Films, Inc.
321 South Beverly Drive
Beverly Hills, Calif.

The film and the text used together could serve in lieu of session 13 as a discussion of performance evaluation.

Topical Outline	Action
1. Purposes of performance evaluation	1. Refer back to diagnosis; relate to evaluation
a. Prediction of future performance	a. Say: we evaluate all the time--assignments, etc.
	/Blackboard/ Ask: what would you want to predict about an employee?
To predict - work performance quality and quantity accuracy - potential performance in same job in another	
	Say: analysis of history and situation needed for prediction
	/Blackboard/ Say: keep in mind "diagnosis" (on 10H5)
b. Identifying needed changes	b. Ask: to what extent should supervisor seek to shape employee's future?

Discussion

1. In our past discussions, we have been emphasizing the importance of a supervisor's ability to diagnose individuals and groups. Now we want to look more specifically at this process.

   a. Every supervisor evaluates his employees. Every time he makes an assignment involving particularly difficult work, he stops to think who can do it best. That is, he evaluates his employees and selects the one employee whom he thinks can do that tough job the best.

      When you stop to think about it, we evaluate in order to:

      /Blackboard/ predict

      how an employee will behave in the future. Let's list on the board some of the things that you would want to evaluate in your employees. What would you want to predict about an employee in the future?

/Typical responses/	/Blackboard/
how well he will work	quality
his production	quantity
his accuracy	accuracy
his promotability	potential
his creativity	creativity

      A supervisor then, is concerned with evaluating an employee's past history and his present situation in order to make a diagnosis, or let's call it a prediction, of how the employee will behave in the future:

      /Blackboard/ history + situation ------- prediction

      As we discuss evaluation, therefore, keep in mind what we have been discussing about diagnosis as summarized on the chart in handout 10H5.

   b. This immediately raises, I think, an interesting question. So far we have discussed a rather passive use of prediction; that is, we select for a job that person whom we predict can best do it. But, to what extent can a supervisor be satisfied with this approach? We have talked about the techniques for bringing about change in people. To what extent is a supervisor responsible for shaping the future of an employee?

Topical Outline	Action
Supervisor's responsibility -make changes to obtain better quality; improved quantity -overcome employee's resistance to change -get group's help in improving employee -fit assignments to employee's capacity and potential	

SUPERVISION AND GROUP PERFORMANCE

Discussion

Typical responses	Instructor's comment
. He cannot shape it; he can only predict it.	. Then, what do you do with a brilliant but lazy employee?
. You cannot predict or shape it.	. Are you saying that promotion is a reward for past good performance? To what extent in a promotion is a supervisor concerned with the employee's performance in the new job?
. You are responsible to management for shaping it.	. Do the rest of you agree with this point of view?

Points to bring out

- Management expects a supervisor to get high quantity and quality of production; supervisors usually accept responsibility for leadership toward this target.
- In spite of management's hopes and expectations, employees are not easily changed by supervisors.
- A supervisor's prediction of future performance usually takes into account two possibilities: (1) how the employee will perform if he does not change and (2) how he might perform if group and supervisor support certain changes in his work behavior.
- When a supervisor gives an employee an especially responsible assignment or recommends him for promotion, he is, in effect, predicting that this employee will perform the new duties well.

Topical Outline	Action
c. Evaluation	c. Say: evaluation is basic
2. Factors affecting performance	2. Say: let's look at evaluation processes
	Handout 13H1 distribute reading time 1-3 minutes
a. Individual psychology	
Experience Intelligence	Say: look at first process, 13H2
Goals Values Physical capacity Emotional balance	
Motivations Relations with others	Say: look back to figure 1, handout 9H2
	Ask: in evaluating, how consider "experience" in figure 1?
Experience factors - variety, difficulty - skill developed - knowledges; use of - past quality - past quantity - flexibility; adaptability	
b. Relationships to others	b. Say: look at figure 2, 9H2
Leadership Membership (implied in figure 2) Group goals Group attitudes Standards Complexities of program Organization controls Relations with outsiders Relations with other parts of organization Communication (implied in figure 2)	

c. Evaluation is a basic step. Through evaluation, the supervisor uses past and present performance to plan his approach to improve performance.

2. Let's look now at the processes that lead to evaluation. To help us do this, I have an outline, "Steps to Evaluation," /Handout 13H1/, which I would like to use as a guide to our discussion of this topic. Will you please glance over this now.

   a. The first process, what makes an employee behave the way he does takes us right back to a topic we have discussed several times. Let's look back to handout 9H2, figure 1.

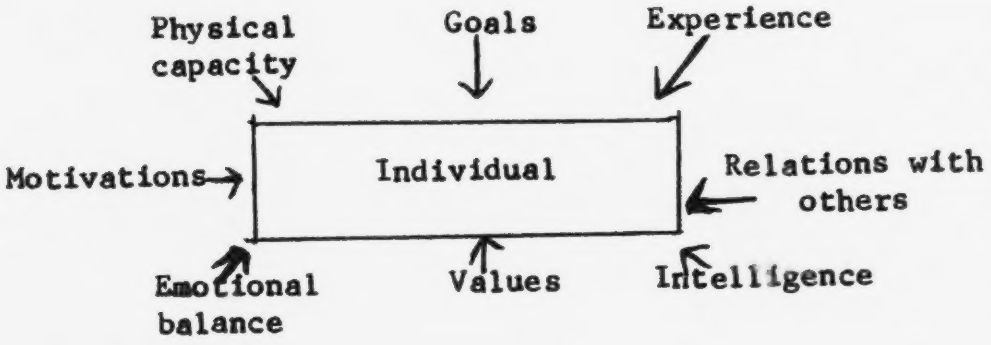

Figure 1, 9H2

Take for example, "experience," on that chart. In evaluating one of your employees, what in his past experience would you normally consider?

/Points to bring out/

- the difficulty of his assignments
- the variety of his assignments
- the skill with which he does his work
- the knowledges he has and how he uses them in his work
- the quality of his work
- the quantity of work he turns out
- his adaptability when given new work

   b. If we want to determine what makes an employee behave the way he does, we also need to take into account figure 2 of handout 9H2.

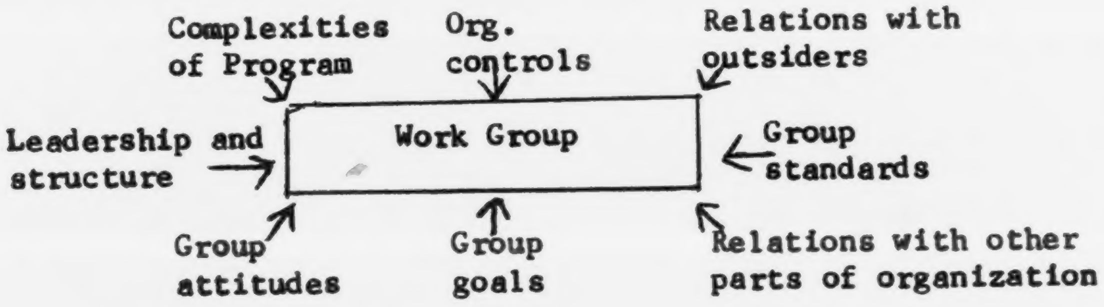

Figure 2, 9H2

Topical Outline	Action
Group standards--factors - group expectations - supervisor's support - employee's attitudes: dependent, interdependent, counterdependent - flexibility of standards - sanctions to support standards - compatibility of group and individual's standards	Ask: in evaluating, how consider effect of group standards?
c. Summary	c. Summarize session up to now
To evaluate: - know man's history - know man's situation - know group's relationship to him - make timely diagnosis, even with limited data	
3. Performance standards	3. Say: look at second process, 13H1 Refer to session 2: a job is what is done, not what position description says
a. Existence of agency standards	a. Ask: how does your agency establish standards of performance?

Take, for example, "group standards," on that chart. In evaluating one of your employees, what in the group's standards would you consider when you are making your prediction?

/Points to bring out/

- his acceptance of group standards
- supervisor's acceptance of group standards
- effect of group standards on work performance
- possibility of changing group standards
- possibility of his independence from limiting standards

c. Let's summarize, then, what we have said about evaluation so far.

- If we accept that the purpose of evaluation is to make a prediction, supervisors need to review carefully all the factors in figures 1 and 2.

- Even with the most careful analysis, a supervisor will not be able to get all the data he would like to have for a sound prediction.

- A supervisor cannot escape the need for making predictions (who will do this job best, who should be promoted first, etc.); hence, he must predict with inadequate data.

- Nevertheless, his predictions will be improved if he can obtain as much data as possible about the employee along the lines of figures 1 and 2.

3. The second process is "determine clearly what you expect him to do and how you will evaluate the results of his efforts." As we consider this, keep in mind our discussion about classification, in which we said:

> A job is what is done by the employee and not what the position description says.

a. In your agency, how do you establish standards of performance for the work to be done?

/Typical responses/	/Instructor comment/
. We have none.	. If you were asked to develop such standards, how would you go about this?
. We have written standards.	. Can you give us an example?

Topical Outline	Action
Why few written standards? - complex jobs - quantity--uncertain - quality--how measure? - union opposes time and motion studies - disagreements over qualitative words ("very good," etc.) - standards are controls; employees resist controls	
b. Need for standards	b. Ask: can a supervisor establish clearly standards of performance as: outstanding adequate inadequate?
Management's expectations	

. We study a job, and then set a standard as to what is good performance.	. How do you determine the level of "good performance"?

/Points to bring out/

- Many jobs are so complex as to make impracticable the setting of specific time or quantity or quality standards.
- Some employee organizations are opposed to establishing standards through time and motion studies.
- Many standards are qualitative, that is, they say that the work shall be rated as "very good" or "satisfactory"; the problem is to get the supervisor and the employee to agree on what these words mean.
- Standards set by a supervisor are a direct control over employees; many employees resist such standards or find ways to get around them.
- Standards set by a group tend to be better followed by individuals in it.

b. Standard setting is difficult. Let me make this statement for your criticism or comment:

In spite of the difficulty of establishing fair and equitable standards, a supervisor should be able to state clearly what he regards as outstanding, adequate, and inadequate performance. How do you react to this?

/Typical responses/	/Instructor comment/
. I could not do this in my shop.	. What do the rest of you think?
. I could do this, but I see no reason to do it.	. How do you justify your recommendations for a promotion or for dismissal?
. I agree	. Would you tell us why?

/Points to bring out/

- Management expects supervisors to rate each employee's work performance.

Topical Outline	Action
Need for yardsticks Need for simple standards	
c. Case: setting standard for supervisor as a completer	c. Say: turn back to 8H1 Say: how would your boss establish standard for a supervisor as a completer?
Establishing a standard - what we expect of employee - state desired behavior specifically - break down into single aspects of job (i.e., not both quantity and quality) - state questions to be asked about performance - determine levels of performance	

- A supervisor needs a yardstick to distinguish between level of performance.

- With our present limited knowledge of evaluation systems, a simple rating plan is preferable to complex ones.

c. Put yourself in your boss' shoes for a few minutes. Let's act for him in outlining a performance standard for one part of a supervisor's job. We heard earlier about findings by social scientists that effective supervisors act to complete those functions which their group fails to perform effectively.

Turn back to handout 8H1, "What Group Functions Are Important and When?" In here, we read about a supervisor's responsibility for being a completer of needed group functions. Let's take on the job of your boss in preparing a performance standard for a supervisor as a completer. Where should we start?

/Typical responses/	/Instructor comment/
. Divide it into task functions and maintenance functions	. And?
. Agree on what satisfactory performance is	. Well, what is it?

/Points to bring out/

- We should start performance standard-setting by determining clearly what we expect our supervisor to do.

- We need to be fairly specific as to the behavior we are going to rate; general ratings of "initiative," "dependability," etc., have been found to be rather unreliable.

- We can rate easier a single aspect of performance than a whole area; it is easier to rate "quantity" and "quality" separately than in one rating.

- In judging a supervisor as a "completer," therefore, we should ask ourselves such questions as:

  - When did we see him performing as a completer? What did he do and how did he do it?

  - When he had two functions which needed to be completed, what did he do? What was the effect of his determination of priority of action?

Topical Outline	Action
d. Yardsticks for evaluation	d. Say: when we know what we expect of supervisor as a completer, then decide levels such as: outstanding adequate inadequate /Handout 13H2/ distribute reading time: 3-5 minutes Ask: what yardstick for supervisor as a completer?
4. Observing performance	4. Say: look at 3d process, 13H1
a. How?	a. Ask: how do you observe performance?
- go to employee - review work - interview employee - join in work - ask outsider - require reports	
b. Halo effects	b. Ask: how will mental set affect your observation of performance?

- As we observed him, how many critical functions did he seem to be handling at the same time in a short period of time?
- Did we observe him letting his employees continue to do what they were doing well?
- When the situation changed, how quickly did he change?

d. Once we have decided what we are going to expect our supervisor to do as a completer, we must then decide what we will accept as satisfactory performance as a completer. Then we need to decide what is less than satisfactory. As we try to do this, let us read, "Yardsticks for Performance Evaluations." /Handout 13H2/ .

If you have finished reading the handout, what is your recommendation? What type of yardstick shall we use to rate our supervisor as a completer of needed group functions?

/Possible response/

. (any type listed in 13H2)

. or: outstanding--many strengths, no significant weaknesses
adequate--many strengths, some significant weaknesses
inadequate--few strengths, many significant weaknesses

Let's go back to handout 13H1. the third is process "Test your objectivity; observe his performance".

4. Let's take those in reverse. How do you observe work performance? In what ways do you discover what an employee is doing and how well he is doing it?

a. /Points to bring out/

. supervisor goes to employee's work station
. work comes to supervisor's desk for review
. supervisor interviews employee periodically
. supervisor works with employee occasionally
. supervisor gets comment from outside user of employee's work product
. supervisor requires and reviews work reports

b. The third process also stated that we should, as we observe employee performance, test our objectivity. This is, of course, related to a subject that we have talked about before, "mental set." How could your mental set affect you as you observed performance?

Topical Outline	Action
b. - project one attribute to others - stereotype because of race, sex, etc. - reject as a competitor - blinded by liking or disliking the individual - fail to recognize individual has changed	
c. Objectivity	c. Ask: what's our obligation to be objective in evaluation?
Need for - equity to employee - management demand - effect on organization - effect on employee's career - effect of unfair ratings on trust by employee and boss	

b. Points to bring out

- A supervisor may avoid his weaker employees and thus know less about their performance.

- A supervisor may be less careful in the review of a good employee's work because he expects it to be good whether it is or not.

- A supervisor's mental set may make him more critical of the work of an employee whom he dislikes.

- A supervisor who feels that a subordinate is competing with him for group leadership may have a negative mental set toward his performance.

c. What obligation, if any, does a supervisor have to be impersonal or objective when he reviews employee performance?

Typical responses	Instructor comment
. From our discussion, I'd say he might be prejudiced and not even know it.	. That is certainly true. How can a supervisor find some mirror to reflect his prejudices back to him?
. He owes it to the employee to be fair.	. What does he owe to management?
. He, as a part of management, should appraise performance as it is, and avoid weak sentimentality.	. What effect will this have on his work group?

Points to bring out

- A supervisor will find it very difficult to be completely objective with people he sees daily and whose behavior affects his own career so significantly.

- The supervisor, the man in the middle, should be objective in the interests of the employee-objectivity and fairness are what his employees expect of him.

- The supervisor, the man in the middle, is the most likely management representative for the job of appraising the worth of his subordinates for better assignments and promotion; his objectivity can make the organization more effective, his bias can put a man in the wrong job with damage to him and the organization.

Topical Outline	Action
d. Frequency	d. Ask: how frequently should we observe employee performance?
Problems - tendency to forget - inability to recall details - halo effect; recent events color judgement	
Timing, two methods: - periodic (monthly?) record data about each employee - critical incidents; record significant employee behavior every day	
5. Rating	5. Say: look at 4th process 13H1
a. The rater	a. Say: for most ratings, a supervisor works alone
Methods - group appraisal - multiple appraisal	

d. How frequently should we deliberately observe an employee's performance? That may seem a strange question. You probably talk to each of your employees many times each workday. I am talking about a pause for a thoughtful appraisal of the man and his work. How often should we do this?

/Points to bring out/

- When a supervisor appraises an employee's performance but once a year, he is likely to be vague about what the man did and how well he did it. He will remember best recent incidents and forget older ones.

- When a supervisor depends on casual memory, a recent aggravation will color his thinking and cause him to downgrade an employee, a recent pleasurable experience will cause him to upgrade performance (mental set again).

- A supervisor who wants to be objective can take a number of approaches to improve his observation methods. Here are two:

  1. Periodically (monthly?), set aside a time to think about the work of each man and make notes about it.

  2. Daily, watch for significant actions. If a man does an outstanding job, jot it down in your notebook; if he does a poor one, note that down. Record only important or unusual items.

5. In handout 13H1, the fourth process is "Compare his present performance to your standard for him."

a. Let us assume that a supervisor has adequate knowledge of an employee's performance over a reasonable period of time. Now comes the time when he is to sit down to record his evaluation of the employee. In most agencies, a supervisor works alone when he does this. In some Federal agencies and in industry a supervisor shares this rating job with others. What methods have you heard about in which a supervisor obtains assistance in evaluation?

/Points to bring out/

- Supervisor and two or more of his peers who know the employee to be evaluated get together.

Group Appraisal

- Supervisor prepares report as do others who have previously supervised him or others who know him: each works alone and

Topical Outline	Action
a. - appraisal by expert - appraisal by supervisor, alone	
b. Difficulties	b. Say: performance rating forms are often revised Ask: why are they so frequently discarded?

Problems
- lie in process, not forms
- limited usefulness causes disappointment) in promotions, for example)
- requirement of feedback to employee inhibits supervisor's formal ratings.

a. personnel office (or other office) assembles the reports.

Multiple Appraisal

- Specialist in career counseling interviews supervisor and employee and makes evaluation.

Appraisal by Expert

- Usually, however, a supervisor works alone on an evaluation.

Supervisor Appraisal

b. In industry and government, performance rating forms are tried and discarded time and again. Does handout 13H2 give you any clues as to why this is true? Have you other explanations of this common practice of discarding rating forms?

Typical responses	Instructor comment
. We can't get supervisors to cooperate in rating.	. To what extent is this the fault of the supervisor and to what extent is it the fault of inadequate results obtained from the form?
. Somehow, the information on the form is not helpful to me, the supervisor.	. You feel that the form does not help you predict employee performance in the same or different job? What causes this failure?
. The forms are too standardized, the employees do not fit them.	. Too standardized to do what? What causes this?

Points to bring out

- The difficulty of rating performance lies in the process itself, not in the forms used.
- Even if a performance appraisal form is filled out conscientiously, supervisors and managers are at times disappointed when they attempt to use it to make assignments for promotion.
- A supervisor who knows that he must show the employee his rating feels defensive when he fills out a form; he knows that many employees dislike frank criticisms of inadequacies.

Topical Outline	Action
c. Reliability	c. Say: we can rate height and weight accurately; not too helpful, however Ask: what can we rate accurately that will be useful?
Reasonable accuracy: - amount of work - time taken - location of worker - coordination with others - quality of work	
Summary - all rating needs yardstick - performance is hard to quantify - reliability of rating is variable (from good to poor)	Summarize
Good reliability - intelligence - recent performance	
Limited reliability - past performance	
Reliability for extremes - goals and values - motivation - emotional balance	
High reliability - physical factors	Say: even "reliable" items can be tricky--rating physical condition (concealment of heart condition, etc.)

c. Let's list some of the things we think we can observe and evaluate with considerable objectivity. I think you would agree with handout 13H2 that you can rate accurately height and weight, but that seldom has much use in performance evaluation. What can you evaluate with the greatest accuracy?

/Points to bring out/

- what work the employee has done
- how well he has done the work
- how long he has taken to do the work
- where he has done his work
- how well he has coordinated his efforts with others

Let's try to bring together what we have been discussing and what we read in handout 13H2.

- All evaluation needs some kind of yardstick.
- Performance evaluation deals with human characteristics that are hard to state in numbers.
- To predict future performance we need to know much about an employee, but the reliability of what we know varies like this:

/Blackboard/

Need To Know	Evaluation Reliability
Intelligence	Good
Work performance	
long ago	Limited
recent	Good
Physical condition	High
Goals and values	Low*
Motivation	Low*
Emotional balance	Low*

- The evaluation reliability column should be read keeping this in mind:
  - * items are not reliable for average employees, but extremes can probably be identified.
  - Even items marked "good" can vary; for example, one may have difficulty rating the physical condition of some people. A man can conceal a heart condition.

Topical Outline	Action
	Say: some industrial systems rate only assignments and production what how done timeliness
6. Diagnosis	6. Say: look at 5th process, 13H1.
- history	a. Ask: if you were on promotion board, what information would you need for prediction of future behavior?
- current situation	
- analysis of future assignment; needed skills, etc.	
- examine candidate's past performance--skills, knowledges related to future	
- estimate candidate's potential--new skills, knowledges, and abilities	
- check skills and knowledges that are transferable to new job	
- check capacity to learn and for growth	

- Notice the estimate that we can rate recent work performance reasonably well. If we were to design a performance evaluation system which was limited to the most objective factors, we would get one used by some industrial organizations which records:

assignments
(work assigned
(how it is to be done
(when it is to be completed

production
(what was done
(how it was done
(when it was completed

Early reports on such systems of rating are favorable.

6. Let's turn now to the fifth process on handout 13H1, "What is employee likely to do if he continues unchanged?" This, of course, is what we have called "diagnosis" in the past.

   a. Let's apply diagnosis to a practical situation in which we want to make a prediction as to how a person will behave if we make no effort to change him. Suppose you were serving on a promotion board in your agency. You and two other supervisors are going to rank candidates for advancement. What information do you need?

/Typical responses/	/Instructor comment/
. Look at his past record.	. But how do you project it into the future?
. Those who have done best in the past will do the best in the future.	. The new job may demand skills that the person has never demonstrated; how predict for him?
. I look for potential.	. What are the signs of potential?

/Points to bring out/

- We predict the future from knowledge of past history and the current situation.
- A new job often calls for skills not fully demonstrated in the past; our prediction must estimate potential for change and growth.

Topical Outline	Action
- intelligence tests useful to estimate learning capacity	
- check, however, use of intelligence, skills, and abilities (diligence?)	
- predict we must, but predictions can be thrown off by: shifts in motivation changed relationships varying group standards etc.	
- trained placement officers can help estimate potential	
7. Planning change	7. Say: see 6th process, 13H1
a. Kinds of change	a. Ask: what kinds of changes in employees would we seek?
knowledges - occupational - human relations - conceptual	

- If a person has been declining in performance or remaining at the same level, he is not as likely to improve in the future as one who has shown continued improvement in performance.
- If two people are now similar in their performances, the one who has shown the greatest learning and growth will probably be the better performer in the future.
- The capacity to take on a new job calling for new skills is a product of the transferability of old skills to the new job and the individual's capacity for learning.
- Intelligence is a good measure of learning ability; written tests give good measure of intelligence.
- If two people have equal intelligence, the one whose application of his intelligence has produced the greatest growth is more likely to be the best performer in the new job.
- Even with the fullest possible information about people, we cannot make perfect predictions about one individual; other factors -- illness, family problems, change in motivation level, etc. -- can throw our predictions out.
- Predictions must be made nevertheless; with care our total number of successes will be greater.
- Help in making predictions can often be obtained from trained placement officers.

7. The sixth process in 13H1 is "plan to stimulate change." Here we are concerned with a supervisor who has completed his evaluation of an employee and decided that he would like to bring about a change.

   a. What kind of changes would a supervisor seek to make? Some of you must have felt that you have been helpful to an employee who was open to suggestions. For what kinds of things were you able to guide an employee to change?

   Typical responses

   - increase his knowledge of a technical field
   - improve his skills in doing a job
   - show him a new work method
   - show him how to turn out more work
   - help him with a new kind of work

Topical Outline	Action
skills - technical - human relations - methods - quantity produced - quality	
changeable: - work behavior - knowledges - skills	Say: some areas we can help employees change
less changeable - intelligence - motivation - values - goals - emotional balance - physical capacity - relations with others	Say: some areas we lack the skill to help employees change Say: some areas should be left to psychiatrists
b. Resistance to change	b. Say: problem created by a form which rates factors difficult to change--and supervisor must discuss rating with employee Give example: intelligence Say: contrast with discussion of a changeable factor Ask: how do employees react when you give feedback on work performance?

Discussion

We usually find that we can be helpful to employees, then, in such areas as:

Blackboard

knowledges
skills
work methods
productivity
procedures

We usually find that we cannot be helpful in other areas such as these:

/Blackboard/

Problem areas

intelligence
motivation
values
goals
emotional balance
relations with others

Some of these areas you should leave to a psychologist or psychiatrist. In which of these problem areas would you think the average supervisor would have the least impact?

b. These problem areas are the factors that are most difficult for a supervisor to handle when he is expected to tell an employee what is on a performance appraisal form. Suppose that the form asks for an evaluation of an employee's intelligence. What good will it do to tell a dull employee that he is not very bright? Can we change him by telling him? Will it help him to let him know that we know he's below our other employees in intelligence?

Contrast this situation with one in which you discuss with him the quantity and quality of his work. You will not, of course, always find it easy to tell an employee how you regard his work performance. When you have told a worker about his work performance, what kind of reaction have you had from him?

/Typical responses/	/Instructor comment/
- They usually accept criticism if they know that it's fair.	. Have others had a different experience?

Topical Outline	Action
Resistance to change shown by: - projection of blame on another - explaining away the fault (rationalization) - withdrawal or denial of reality of blame	/Cross-reference/ 4H2 gives concepts about equilibrium. /Cross-reference/ Feedback will be discussed in more depth next session.
c. Processes of change	c. Say: look at 9H1 Ask: how useful is it after evaluation has identified needed change?
8. Summary - prediction is difficult - prediction is necessary - prediction is improved by analysis of history situation - prediction must take into account: trends in past behavior transferable knowledges transferable skills learning ability	8. Summarize session

. Some accept, some seem to resent such criticism.	. Do you have some clue as to the cause of this difference in response?
. Most dislike criticism.	. Have others had a different experience?

What we face in giving feedback, of course, is the human tendency to stability or equilibrium. When we tell a person about a fault, we imply he should change. If he cannot change that fault, he may respond with despair, anger, or fear, or he may reject what we say as a simple untruth.

c. Look back to "The Process of Change," handout 9H1. How useful do you think "the steps to change" are for a supervisor who is about to face an employee whom he has evaluated?

/Typical responses/	/Instructor comment/
. But didn't we just agree that you can't or should not change such things as emotions?	. So what do you do if you think an employee is inadequate because he is over-emotional?
. It seems to apply.	. It applies to changing behavior? To what other things would you apply it?

8. Let's summarize what we have discussed in this session and generalize from it.

- Prediction of an employee's future performance is difficult because it is affected by many of his own characteristics (intelligence, experience, etc.) and his relations with others.
- Prediction of an employee's future performance in his present job can probably be forecast by a study of the trends in his past performance.
- Prodiction of an employee's performance in a different job must take into account knowledges and skills he has that will be useful in his new job, plus his potential for learning his new duties.
- Periodic ratings that are disclosed to employees are a clear demonstration of a supervisor's power over his subordinates; employees may resent them.

Topical Outline	Action

8. - feedback of ratings may cause resentment; they are symbols of supervisor's power and control

   - if rules require ratings, visibility of supervisor's power is less

   - rating needs a yardstick

   - rating is dependent on performance standards

   - if group supports these standards, individuals will accept them better

   - employees expect some feedback, resent most comments about personalities

   - ratings of behavior and performance are more accurate than ratings on personality factors

   - rate performance first; limit rating of unreliable factors

   - plan observation periods: periodic, random, or critical incidents

   - keep records; memory is faulty

   - good evaluations are useful, poor ones damaging

-- End of Session --

Discussion

- If the organization's policies require supervisors to rate performance, this will reduce the visibility of the supervisor's power and make rating more acceptable.

- A supervisor needs a yardstick to measure employee performance; this means that he should set standards of performance (what average worker does, what an ideal worker should do, etc.)

- If the group supports these standards, a supervisor will find that individual employees will accept his feedback more readily.

- Employees expect to be told how they are meeting performance standards more than they expect comment on their personalities; what they expect they will accept more readily.

- Employees are more accurately rated on work performance than on personality factors; this suggests the desirability of rating first on performance and limiting rating on less reliable factors.

- Supervisors will do a better rating job if they plan to observe performance (at stated periods, random periods, or whenever significant actions occur) and record their observations.

- Recall of employee performance is more reliable in the immediate past; records help improve recall over longer periods.

- Good records of past performance and periodic reviews of an employee's learning of new knowledge and skill will improve performance evaluation and make such evaluations more useful for job assignments.

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UNITED STATES CIVIL SERVICE COMMISSION
Bureau of Training
Washington, D. C. 20415

SUPERVISION AND GROUP PERFORMANCE

INSTRUCTOR'S INSTITUTE

INSTRUCTOR'S STUDY GUIDE

Session 14

I. General comments

In this session we offer the supervisors an opportunity to try out a new style of behavior, without risk. In their actual working situations they can seldom afford to try radically different ways of dealing with their employees because they will still have to deal with the employees later, even if the new method fails. Here, however, they can try out such things as "mirroring" and "non-evaluative feedback" on their classmates, see the effect it has, and either adopt or reject it as a personal form of behavior, without running any risk of causing problems within their work groups. This is a point that should be made, but not emphasized to the point that everyone goes to the extreme of trying out some totally unrealistic form of behavior.

During this session, we present a view of discipline that will be foreign, and in some respects, unrealistic to many of your participants. We advance the proposition that discipline should serve to improve an employee's behavior, not simply to punish him. This will be contrary to the way in which many of the supervisors have viewed discipline for many years, and may not be too readily accepted by them. When discipline is analyzed in the context of the concepts which have been taught in the program, however, it becomes quite apparent that this is a realistic viewpoint. With this view established, the practice feedback session then becomes extremely meaningful.

II. Relationship to other sessions

See II, Relationship to other sessions, in the Student Study Guide for session 11.

III. Purpose of the exercise

The purpose of the feedback exercise is to afford the participants an opportunity to try out the "mirroring" and "non-evaluative feedback" techniques in an atmosphere devoid of tension. As noted above, they can try out these techniques without running any risk of causing problems with the groups they supervise. This is a rare opportunity, and the participants should be encouraged to make the most of it.

IV and V do not apply in this session.

VI. Problems or difficulties inherent in this session

In the discussion of the situations outlined in handout 14H3, you will probably find that there are at least one or two dogmatics in the group who will insist that "a rule is a rule, is a rule, is a rule . . ." and who will be unwilling to agree that there can be any real difference in the way in which each of the situations is handled. Usually the group will be able to bring them around. If not, it may be necessary to move on to the next session, even though everyone is not in agreement on the correct disposition of the cases.

SUPERVISION AND GROUP PERFORMANCE

Session 14

Dealing With Departures From Standards

Purpose

Your objectives: (1) to get participants to understand that the purpose of discipline should be improvement of the employee's behavior rather than punishment, (2) to let them consider the implications of this on the familiar concept of equal punishment for equal infractions, and (3) to let them discover how difficult it is to give effective feedback.

Time required

2 hours

Plan

1. Giving feedback
    - Troublesome inadequacies
    - Case: feedback to Bert Golon
    - Workshop: feedback
    - Summary
2. Approaches to discipline
    - Breaking a rule
    - Pranks
    - Breaking a law
    - Diagnosis and change
3. Feedback interviews
    - Rerun of Bert Golon
    - Dealing with feelings
    - Steps to feedback
    - Gaining acceptance
4. Summary

Notes

This session is closely related to the preceding one on evaluation.

After he has evaluated an employee, a supervisor may wish to tell him about his strengths and weaknesses. In this session, we try to bring out the fact that this is a very difficult thing to do effectively. The employee will like to hear praise but will react defensively, passively, or positively to criticism. Because of the possibility of a reaction against feedback from evaluation, we have tied it into discipline, for discipline is often the giving of feedback about undesirable behavior.

You must expect some supervisors to disagree with the approach that we present in this session, particularly the part on discipline. Many supervisors assume that bad habits, inadequate behavior, and rule-breaking can be cured by punishment. We hope that you can stimulate thoughtful discussion about this. Punishment may or may not be effective. We hope that you can get your participants to accept fully the concept that when we give feedback, whether following evaluation or in disciplinary situations, we are basically seeking to bring about change. Once they accept that concept, they can seek to apply the concepts of diagnosis and change to feedback situations.

Materials

Blackboard or similar device

Handouts:

14H1, Feedback to Bert Golon
14H2, Observer's report
14H3, Building sound relationships

Preparation for instruction

Plan how you will handle the workshop on the giving and receiving of feedback. You will have two sets of supervisors and employees plus observers. You will shift between groups. You will want to be ready with your blackboard analysis of the summary ratings.

Plan, also, how you will handle the re-run of the Golon case. It will be best done when you get the group to try their hand at phrasing statements which will "mirror" Golon's attitudes.

Our search turned up few books that treat discipline soundly and in depth. Many personnel texts list the kinds of punishments available but treat very inadequately the process of diagnosis and the steps to change. The following books may be useful:

Pigors, Paul and Others
Readings in Personnel Administration. New York, McGraw-Hill Book Co., 1959. (See "Constructive Discipline," Chapter D, Part 4.)

Pfiffner, John M.
Supervision of Personnel; human relations in the management of men. Englewood Cliffs, N. J., Prentice-Hall, Inc., 1958. (See Chapter 17, "Dealing With Emotional Problems"; 19, "Discipline"; and 20, "Grievances.")

VanDersal, William R.
The successful supervisor in Government and business. New York, Harper and Bros., 1962. (See Chapter 10, "Solving Problem Cases.")

An interesting approach to discipline is presented in:

Discipline Without Punishment
by John Huberman
Harvard Business Review
July-August, 1964
(Reprints available from the publisher.)

Topical Outline	Action
1. Giving feedback	1. Introduce topic Point out: 16,000 fired in 1968; goal to salvage some
a. Troublesome inadequacies	a. Ask: what are some of the inadequacies we see in employees? /Blackboard/

Production
- Low quantity
- Poor quality
- Spoilage, wastage
- Untimely
- Wrong method, procedure

Relations with others
- Poor client relations
- Argumentative, domineering
- Egotistical, loud
- Disloyal
- Poor group member
- Breach group standards
- Flout group attitudes

Personal
- Low initiative
- Uncooperative
- Unsocial
- Evasive
- Lying
- Absentee
- Tardy
- Lazy
- Indifferent
- Careless
- Stupid
- Weak
- Unambitious
- Dishonest

b. Feedback to Bert Golon	b. Say: let's try giving feedback Say: kep in mind 9H1 /Handout 14H1/ Say: read page 1 Reading time: 1-2 minutes

Discussion

1. In this session, we are going to review supervisory problems that arise when employees fail to measure up to our standards. Such failures can be, of course, costly to the agency and damaging to the employee. In 1968, about 16,000 Federal employees were dismissed for inefficiency, misconduct, delinquency, or other deficiencies. Our goal, of course, is to deal with inadequacies in their early stages in the hope of avoiding the drastic punishment of dismissal.

   a. I suggest that we start this session by listing some of the signs of inadequacy which we want to correct in employees. We have discussed in our last meeting the importance of employees meeting our standards for quantity and quality of work production. So I will list low quantity and quality as deficiencies on the board:

      /Blackboard/

      low production
      poor quality

      What other signs of inadequacy shall we list?

      /Blackboard/ /Typical responses/

      little interest in work
      sullenness
      antagonistic to supervisor
      poor cooperation
      irresponsibility
      lack of initiative
      over-aggressive
      breaking rules
      quarrelsome
      evasive
      bad leave record

   b. Let's try our hand at telling an employee about an inadequacy. To help us do this, we have a report of an interview of a supervisor with a subordinate. Let's look this over and discuss what this supervisor did and what we would have done if we had been in this man's shoes. I suggest that you keep in mind the material in "The Process of Change," handout 9H1.

      Here is "Feedback to Bert Golon." /Handout 14H1/ Will you now read page 1, data on Bert and notes of his supervisor. Let's read the interview, beginning on page 2, together.

Topical Outline	Action
	Action: have each participant in turn read one statement
	Have them try different emphases (I can handle it; I can handle it)
	Instructor comments or asks questions to bring out . Feelings of two men . Communications (real) . What's going on
	Suggested comments are given on opposite page

Discussion

Are you ready? Will you read the first statement by the supervisor and then we will go around the table, each taking a turn at reading the statements. Any questions?

INSTRUCTOR'S GUIDE: Feedback to Bert Golon. In this section we reprint the material given in Handout 14H1 and add paragraphs labeled "Comment," which contained material for use in your discussion with your participants.

Report of interview with Bert on October 21:

1. Supervisor: Bert, I've had a call from Jones in Bureau Y. Want to tell me what the situation is?

2. Bert: I can handle it.

Comment: Supervisor starts out very simply and apparently without pressure. Bert is an aggressive type and shows it.

3. Supervisor: Jones says that you won't pass on their copy to GPO.

4. Bert: I did not say that. I told him....Let me call him back.

Comment: Is supervisor likely to be annoyed by Bert's tone? Bert becomes defensive when supervisor simply reports what he has been told. Why? (Does he react this way because he knows that Jones' complaint is a criticism of the way he works?)

5. Supervisor: How long have you held up the copy?

6. Bert: It's really not Jones, anyway. It's that Smith dame. She doesn't know a thing about printing.

7. Supervisor: Jones told me that you have had that copy for four weeks. Is this correct?

8. Bert: The delay isn't the problem. It's the layout and illustrations.

Comment: What's going on? Bert is not responding to supervisor's questions; why? (Instructor: Neither is listening to the other. Bert seems to be answering what he thinks is the supervisor's hidden attitude.)

9. Supervisor: Bert, I've talked to you several times in the past about our job here. I've told you that we are a staff organization, not a policeman....

Comment: The supervisor has shifted his approach; why? (The two do not seem to be responding to each other directly in words. Yet, somehow we feel that they are responding to each other indirectly, perhaps in their feelings. In this speech, the supervisor seems to be putting his real complaint on the table.)

10. Bert: Someone has to take responsibility....

11. Supervisor: Just a minute, please. We have no authority to hold up copy. We are here to suggest composition, type faces, types of binding, and all that, but not to tell bureaus what they can and cannot use. I've told you that before. Yet, now I get this call from Jones....

Comment: Bert is quite aggressive. What does he mean by his comment? (He is implying that the supervisor will not take responsibility?) The supervisor ignores this and plows ahead telling Bert what he is supposed to do. The supervisor points out that he has told Bert this before. His telling Bert again seems to be developing defensiveness and resentfulness.

12. Bert: You haven't heard my side yet....

13. Supervisor: I've been trying to get your side but you haven't told me what it is.

14. Bert: Well, I don't expect you to back me up. I know what the GPO boys want and I try to get it for them. We can't expect them to service our stuff if we ignore their regulations. Why, we don't even follow our own....

Comment: What progress is being made now? Each man is still telling the other but neither is really listening to the other with understanding. Bert appears to be evaluating both his boss and bureau officers.

15. Supervisor: Bert, what do you want to say about Jones? You're off the topic.

Comment: Why does the supervisor cut Bert off? (The boss does not like to be evaluated by his subordinate?)

16. Bert: Off the topic? I'm trying to tell you. The copy was lousy. It had spelling errors. It was full of handwritten stuff, some places it was single-spaced.

17. Supervisor: Why didn't you bring it in to me?

Comment: What is the supervisor doing now? (The supervisor is beginning to impose controls on Bert?)

18. Bert: What for? You wouldn't have done anything.

19. Supervisor: Maybe not. Maybe I would have.

20. Bert: You can say what you want. I know what's going on around here. If we keep this up, GPO won't give us any priority. All I'm trying to do is protect the agency.

Comment: What is Bert doing? (Bert is continuing the evaluation of his supervisor?)

21. Supervisor: Are you implying that I don't do my job....?

Comment: The supervisor now openly shows his anger and feelings.

22. Bert: Well, somebody is responsible.

23. Supervisor: Bert, I've tried to reason with you. I don't seem to be getting any place. Now, let me tell you. Get down to your shop and bring that copy up here. I want to see it. And, get this. From now on, I want you to keep a register of all copy you get: the date it comes in and the date you get it out to GPO.

Comment: The supervisor moves from telling to controlling.

24. Bert: More records!

25. Supervisor: Just a minute, I'm not through. I want you to keep in mind from now on that you're to watch your comments to the bureaus--recommendations, yes. No orders. No holdups. Is that clear?

26. Bert: Yes. Let lousy copy go through.

27. Supervisor: Did I say that?

28. Bert: Sounded that way to me.

Comment: Bert does not respond any better to control than he did to evaluation or telling. The interview is clearly a failure for both.

29. Supervisor: Bert, you're going to do your job right or....

Discussion

30. Bert: Or what....?

31. Supervisor: I'll put you back on requisitions.

32. Bert: You mean you want me to look for another job.

33. Supervisor: I mean I want you to do your present job the way it should be done.

(Bert leaves.)

Comment: The supervisor and Bert have built a wall between them. Is Bert to blame? The supervisor knew that Bert was an aggressive type. He had tried telling him to change before and Bert had not responded. Will telling again help? Is the supervisor to blame? Bert reacted to criticism before he even found out whether or not his supervisor felt it was justified. He certainly did not help the interview when he attacked his boss. Were both to blame?

CONCLUSION OF FEEDBACK TO BERT GOLON

Topical Outline	Action
c. Workshop: feedback	c. Say: let's try giving feedback

Workshop: Giving Feedback

1. Purpose: participants practice feedback to each other
2. Time: 30 minutes
3. Plan:
   - . Divide into groups of 3.
   - . Each selects a supervisor, Bert, and observer (observers get handout 14H2).
   - . Supervisor to counsel Bert for 15 minutes.
   - . After interview discuss courses of action taken.
   - . Elicit opinions from observers, supervisors, and Berts.

c. Now that we have discussed how not to give feedback, let's try giving good feedback. I do not mean to do this abstractly, but to have one third of us give feedback to another third while the remainder observe what is happening.

First, let's divide ourselves into groups of three.

Now, will each group select

/Blackboard/

supervisor
Bert
observer

/INSTRUCTOR'S STATEMENT/

Here is the subject for your discussion:

One week after your discussion with Bert you receive further complaints from the irate Chief of Bureau Y, similar in nature to his previous complaints. You check and find the complaints legitimate. You call Bert into your office to talk to him. What would you say to him and what course of action would you take?

/Handout 14H2/ Here is a form for the observers to fill out while listening to the discussions between Bert and his supervisor.

Topical Outline	Action
d. Effective counseling	d. /Blackboard/ wholesome personality - consistency - commitment - control - competence - creativity

Counseling:
. Get employee to talk--
  Give all your attention
. Meeting free from interruptions
. Set the tone of meeting

Techniques of counseling
. Don't give advice

Employee lacks self-understanding,
  not intelligence
. Listen

d. The wholesome personality has been described by some social scientists as being one which displays a balance of the following factors:

/Blackboard/

- consistency
- commitment
- control
- competence
- creativity

It is unlikely that many people would have exactly equal amounts of each of these factors. Most people have a little more of one and a little less of another. Employees can become problems for supervisors and subjects for counseling sessions when they indicate marked shortcomings in one or more of the five factors.

When a need for counseling becomes apparent to a supervisor, he may be able to turn to a professional counselor in his personnel or industrial relations office. For those supervisors who might attempt to counsel employees themselves, a few points about the techniques of counseling may be helpful.

Your first task as a counselor is to get your employee to talk. Therefore, it is essential that you give the employee all your attention.

Secondly, you must set up a meeting time and place that is free from interruptions from other employees, visitors, and especially telephone calls.

A third consideration would be to set the tone of the meeting by telling the employee of the role you will take in the counseling session and by defining the limits of confidentiality to which you are bound. The rules and regulations of your organization may place you in the position of reporting to superiors certain kinds of information the employee may give you.

As a counselor you must refrain from the all too common urge to give advice. Often when someone comes to us with a problem we feel that their coming to us is a mandate for us to expound our ideas. Most people have the intelligence to solve their own problems or avoid the difficulties in which they find themselves. This understanding will not come as a result of someone telling the employee of his problems. Understanding may come as a result of the individual talking out his problems under the previously described conditions. This is why it is so important for the supervisor to listen and not make value judgments.

Topical Outline	Action
Counselor must be emotionally detached . Avoid personal involvement	
Be vitally interested	
Focus on employee's feelings, not his words	
Good counseling a difficult job . Use professionals if available	
e. Let's go back to Bert	e. Apply discussion of counseling to Bert
Feedback from observers?	
Comments from supervisors?	
Ideas from Bert? - Your performance? - Action against you? - What kind of counselor was your supervisor?	

An equally difficult goal to achieve in effective counseling is one of emotional detachment as a means of avoiding personal involvement. The employee must feel free to express his opinions and betray his feelings and attitudes also. This will be difficult for an employee to do in the presence of his supervisor whose opinions the employee is aware of as a result of working together. This is one point where the professional counselor has a marked advantage. You must remain emotionally detached but vitally interested in what the employee has to say.

A final important principle revolves around the idea of focusing on the employee's feelings and not on the words he uses to describe those feelings. A skilled counselor can get greater insight into the individual if he is able to go beyond the words which may be used to justify or conceal real behavior.

The points we have just been over give added emphasis to the thought that good counseling is an extremely difficult job. As was said earlier, if there are professional counseling services available within your organization by all means avail yourself of those services to help you with your problem employees. If such services are not available within the organization and the problems of a particular employee are beyond your ability to cope with, then you should consult with your boss and with your personnel or industrial relations office in an effort to get professional help for that employee.

e. Now that we have talked about some of the techniques and problems of counseling, let's go back to the counseling sessions you had involving Bert and his supervisor.

- I would like the observers to give us some feedback as to what went on during the counseling sessions.

- Do any of you who were the supervisors wish to defend or explain your actions toward Bert?

- Now let's get some ideas from those of you who took the role of Bert. How did you feel about what your supervisor said about your performance? How did you feel about the action the supervisor took? What kind of a counselor did your supervisor make?

Topical Outline	Action
f. Summary	f. Summarize session to this point
Inadequacies . Cannot be ignored . Supervisor is responsible for remedy . Orientation to change starts, often, with interview	
Feedback interviews . Employees resist change . Mental set of employee	
Needed . History; situation . Diagnosis . Plan . Good relationships; trust . Avoid resentment	

Discussion

f. Let's sumarize what we have discussed so far about the giving of feedback to employees.

- Employees at times show deficiencies which supervisors cannot ignore.
- Even in competent groups, an occasional delinquent may appear who fails to keep up to group and supervisor standards.
- A supervisor at times will find that he wants to tell an employee about inadequacies, shortcomings, or weaknesses.
- This telling may be an effort to orient an employee to the need for change; it may be an effort to encourage a man who is trying to change.
- When the shortcoming requires that the supervisor take direct action to stop certain types of actions or to direct that certain actions be taken, he may meet resistance from an employee.
- If the supervisor has formed a good relationship with his subordinate and the subordinate has a reasonable attitude toward the proposed change and toward the supervisor, the supervisor will have an easier time giving feedback; even in these circumstances an employee can become resentful if the feedback is unskillfully given.

Topical Outline	Action
2. Approaches to discipline	2. Say: let's go more deeply into discipline
a. Breaking a rule	a. /Handout 14H3/ distribute Reading time: 5-7 minutes Say: look at page 1, first case; you may take any appropriate action
Alternatives . Support rule . Listen, support rule . Compliment, support rule . Compliment	Ask: what would you do?
Consequences . Support rule: anger? overtime again? . Compliment; support rule: punish for initiative? (past history) . Compliment: effect on other rules? effect on others? effect on man? (past history)	

Discussion

2. We started this session by listing some serious inadequacies in employees, inadequacies so serious as to require disciplinary action. Now, let's go into this question a bit more extensively.

   a. I would like to have you now read "Building Sound Relationships." /Handout 14H3/ This discusses some aspects of discipline that we will discuss when you have read it....

      If you have finished reading the handout, I'd like to ask you to look on page 1 at the first case, the one in which Manager Read reports to you that he had found an employee about to take home a typewriter so that he could finish a report. Manager Read tells you to take any action that you consider to be appropriate. What would you do?

      /Points to bring out/

      - We have several alternatives: (a) remind the employee firmly of the rule and stress the need for observing rules, (b) let him talk about the situation, then ask him not to violate the rule again, (c) compliment him on his initiative but ask him to observe the rule in the future, (d) compliment him on his initiative and agree with his action as necessary under the circumstances.

      - What are the consequences of each? (a) and (b) would make many employees angry; would they work overtime voluntarily again? Probably not. What of (c)? It depends on the employee and his past attitudes doesn't it? Suppose that you had been trying to encourage that employee to take more responsibility and to show more initiative. What effect would (c) have on him?

      - What of (d)? A well-run organization needs rules and its rules will not be worth much if employees disregard them. If the employee has been a chronic rulebreaker, this may be the time to bring him up short. But if the employee is a dedicated, hard worker who was doing what he thought was the right thing, then what? Not all people will agree, but (d) might be the proper action in some cases.

Topical Outline	Action
b. Pranks	Say: look at page 1, 14H3, case no 2 Ask: what would you do?

Treatment
- history; situation
- diagnosis
- alternatives; consequences
- plan for action
- steps to change

b. Now, look at the second case. The employee takes a typewriter in order to play a joke on you. What would you do?

/Typical responses/	/Instructor comment/
. A formal reprimand, copy to his personnel folder	. In all cases? What if he is a superior worker who has potential for promotion? What effect will your action have on his career?
. Bawl him out; tell him next time you'll make it a formal reprimand for the record	. In all cases? Suppose that this is a just average worker who often plays practical jokes. You have spoken to him before. What then?

/Points to bring out/

- Our objective should be to find the cause of the misbehavior and to take steps to bring about change.
- We must consider what we can do to orient the employee to change. Motivation is an important factor, hence we must consider effect of punishment on man's motivation.
- Punishment does not of itself bring about change in the direction we desire.

Topical Outline	Action
c. Breaking the law	c. Say: look at page 1, 14H3, case no 3 Ask: what would you do?
Expectations . Employee; expects punishment . Others; expect protection from lawbreaker Problem . Punishment unlikely to cure Treatment . History; situation . Diagnosis . Alternatives; consequences . Plan for action . Steps to change	
d. Diagnosis and change	d. Ask: what conclusions can one draw from these cases?
Punishment . Unlikely to cure . Likely to produce resentment, hostility Prevention . Building good relations . Support of positive behavior and attitudes . Negative reinforcement of negative behavior and attitudes Remedy . Specific, non-evaluative, problem-solving approach	

c. Now look at the third case. The employee steals a typewriter. What would you do?

/Points to bring out/

- An employee who steals usually expects to be punished.
- Stealing is an infraction of a major social code; your work group expects some punishment to be given.
- Nevertheless, if we plan to keep the worker, punishment will not of itself bring about change in the direction we desire.
- In this case, as in the others, the objective must be to discover the cause of the misbehavior and to plan change.
- The roots of troublesome behavior usually will be found in the employee's past experiences, his goals, his standards, or his aspirations, etc.

d. What conclusions can we draw from these three cases?

/Points to bring out/

- We commonly assume that bad habits, inadequate behavior, or actions which go against our standards can best be changed by punishment.
- A supervisor who punishes a subordinate may find that the punishment is too costly when he finds his employee becoming resentful, distrustful, spineless, or dependent.
- A supervisor who rewards good behavior, builds sound group relationships, and supports positive individual attitudes will usually have fewer disciplinary problems.
- When such a supervisor sees to it that pranks and other inadequacies go unrewarded by himself or others, he will often find that such behavior will gradually disappear (in most normal people).
- When such a supervisor must give feedback to an employee about broken regulations or other inadequacies, he will find that a specific, non-evaluative, problem-solving approach

Topical Outline	Action
. Patience . Knowledge of individual (fig. 1, 9H2) . Skill in change (9H1)	
3. Feedback interviews	3. Say: let's go back to case of Bert Golon, 14H1
a. Re-run of Bert Golon case	a. Say: look at page 2 Ask: how change opening?

is usually better than other approaches.

- A supervisor who tries this approach will need a great amount of patience.

- When we discipline a person, we are seeking, basically, to change him; we therefore must diagnose what is causing his undesirable behavior, considering all the factors (fig. no. 1, 9H2):

  motivations
  emotional balance
  values
  intelligence
  relations with others
  experience
  goals
  physical capacity

- To bring about change, we must consider the steps we reviewed in handout 9H1:

  1. Look at yourself--what change do you want and why?
  2. Look at the employee--what kind of a person is he? What will move him to change?
  3. What other factors affect this situation--history and current events?
  4. What steps should you take to bring about change in this employee?
  5. Orient the employee toward need for change.
  6. Let employee try out new way without penalty.
  7. Allow time for adjustment to change.
  8. Reinforce new skills, knowledges, and attitudes.
  9. Put employee on his own.
  10. Evaluate both change process and the new way.

3. One of our big problems, of course, is how to orient a difficult employee to the need for change. We naturally think about initiating this in an interview.

   a. Let's go back to our Bert Golon case, handout 14H1. Let's see how we might improve our supervisor's effort to reach Bert. Look at the interview on page 2, please. How would you change our supervisor's opening statement?

INSTRUCTOR'S GUIDE: In leading the discussion on the Bert Golon case, try to get your participants to suggest feedback which is non-evaluative, specific, and problem-solving.

If your participants suggest opening with a social phrase, get them to consider carefully what they say and why. Building good relations is important, but they should avoid false compliments which some supervisors use before each punishment, such as

Topical Outline	Action
Improved version of interview	Encourage participants to suggest feedback that is non-evaluative

Discussion

"You are a mighty fine guy, but...."

A possible improved version of the interview might start this way:

1. Supervisor: Bert, sit down. I've had a call from Jones in Bureau Y. He says that you've held up Miss Smith's copy for 4 weeks.

Comment: Non-evaluative statement.

2. Bert: I can handle it.

3. Supervisor: You can handle it? What do you propose to do?

Comment: Supervisor acts as a "mirror" by reflecting back Bert's statement, but opens door for further analysis.

4. Bert: Well, I haven't worked out all the details yet, but I can handle it all right. You needn't get involved.

5. Supervisor: You think that you will be able to work out the details in the future?

6. Bert: I sure can.

7. Supervisor: Hmm.

8. Bert: What the heck. Don't you think I can?

9. Supervisor: You think that I would be critical of your plan?

Comment: Supervisor in statement 5 is limiting himself to being a "mirror." In statement 7, he is non-committal but inviting further comment. In statement 9 he is expressing what he thinks Bert really feels.

10. Bert: You are not critical enough.

11. Supervisor: You think I am not critical enough.

12. Bert: Especially that Smith dame. Her copy is lousy. It has spelling errors. It is full of handwritten stuff. Some places it is single-spaced.

13. Supervisor: Hmm.

14. Bert: Well, why don't you do something about it?

Topical Outline	Action
b. Dealing with feelings	b. Ask: what do you think about feedback which avoids threat, offers help, gives insight?

Discussion

15. Supervisor: You think our present procedure for review of copy is inadequate?

16. Bert: You know GPO rules; we're going to have trouble with them.

Comment: Note in 11 that supervisor puts Bert's ideas into words. In 15, he does the same thing.

END OF FEEDBACK TO BERT GOLON

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b. Our objective in giving feedback to Bert Golon would be:

- to avoid making him feel threatened
- to make him feel that we might possibly help him
- to give him more insight into his own problems

This would certainly require Bert's supervisor to be a most patient and tactful man.

What do you think of this approach to feedback?

/Typical comments/	/Instructor's comment/
. It wouldn't work with the tough guys I have.	. What do the rest of you think?
. It might work, but I don't know if I'd have the patience....	. Suppose you did have the patience to try this; how would it work for you?
. I'd like to try it but I'm not sure that I have the technique down pat yet.	. Let's take the technique apart a bit more. What do you think the first key point is?

c. Let's take the steps to change in handout 9H1 and adapt them to the specific job of giving feedback to a difficult employee.

Topical Outline	Action
c. Steps to feedback Myself . Feelings . Standards . Objective Employee . History . Personality . Intelligence, emotions, attitudes, goals, standards . Expectations, knowledges of this event Work group . Standards . Goals . Attitudes Plan . Alternatives . Consequences to employee to group to supervisor Orientation . When? Where? . How start? . How long? . Technique Try-out Adjustment Reinforcement	c. Say: look at steps to change, 9H1 Ask: how can we reword these to say what we do in giving feedback?
d. Gaining acceptance	d. Ask: how give feedback effectively--without arousing defensiveness?

/From 9H1/	Steps to feedback:
1. Look at yourself	1. How do I (the supervisor) feel about this man? How do I feel about what he had done? What's my standard?
2. Look at employee	2. What is the man's history? What are his feelings? Attitudes? Goals? Standards? Values? Emotional balance?
3. Other factors	3. How does work group feel about him? About his behavior? What are group's standards?
4. Plan steps to change	4. What does employee know about the situation that needs to be changed? What does he not know? What different ways can I use to approach him?
5. Orient employee to need for change	5. When shall I interview him? Where? How shall I open the interview? How long should I plan to talk with him? How should I conduct the interview (listening, sharing, or what)?
6. Let employee try out new way...	6. What shall I expect of him? When should I check back with him? What support should I give him? When should I negatively reinforce his behavior?
7. Allow time for adjustment to change	7. What is a reasonable time to allow for improved behavior?
8. Reinforce new skills ...attitudes	8. How shall I show my approval of better behavior?

d. Considering all that we have discussed, what do you think your objectives should be when you are conducting an interview in the hopes of changing an employee's behavior? How do we do this without arousing his resistance and defensiveness?

Topical Outline	Action

- Let him talk
- Listen
- Encourage him to solve problem
- Let him ask for advice

When he's ready
- Make your decision
- Communicate it
- Check his understanding of it

4. Summary	4. Summarize this session

Employees say
- Give me feedback

Employees
- Want support
- Dislike being told of inadequacies

Feedback is given
- Through comment on work
- By failing to praise
- In performance appraisals
- In disciplinary interview

Feedback depends on
- Employee's attitudes toward supervisor
- Group's attitudes, standards, etc.
- Employee's expectations
- Supervisor's skill
- Extent to which employee can change

Feedback is only a part of the change process, not the whole process

-- End of Session --

/Points to bring out/

- Listen to what the employee says.
- Encourage him to state the problem or describe the situation.
- Encourage him to suggest alternative solutions.
- Encourage him to consider possible consequences of his solutions.
- Offer advice when it is sought; avoid advising without some indication that your advice is wanted.
- When the time comes for you to decide, make clear your decision and make sure that he understands it (have him tell you what the decision is).

4. Let's summarize, now, what we have discussed about dealing with employees who depart from our standards for behavior:

   - Employees often say that their supervisors do not tell them how they are doing.
   - Employees like to get compliments from their supervisors or other supporting statements, but they are uncomfortable when a supervisor tells them about their inadequacies.
   - Feedback is given, of course, by a supervisor in many ways:
     by his comments on work turned in
     by his failure to comment on such work
     in a performance appraisal interview
     in a disciplinary interview
   - The success of feedback depends on (1) the attitudes of the employee toward his supervisor, his work, work group, and the situation, and (2) the skill of the supervisor in giving feedback.
   - The objective of a supervisor is to bring about change; feedback alone cannot do that--it may be the first step to orient an employee to the need for change or a means for reinforcing change once it has started.
   - Experience seems to show that in favorable circumstances feedback is most readily accepted when it is expected by the employee and is clearly related to work performance; it is less well accepted when it is unexpected and directed at basic changes in habits, attitudes, or personality.

UNITED STATES CIVIL SERVICE COMMISSION
Bureau of Training
Washington, D. C. 20415

SUPERVISION AND GROUP PERFORMANCE

INSTRUCTOR'S INSTITUTE

Instructor's Study Guide

Session 15

I. General Comments

This is the session the supervisors have been waiting for. When they arrived, the supervisors all had some particular problem or problems which they wanted solved. In their view, this is the session in which they can present the problem and you will present the right answer. As a result, you can expect an unusually high degree of interest in this session. The supervisors will be more than willing to substitute their own actual human relations cases for the hypothetical cases and discussion you will find in the Instructor's Guide, and they will all be surprised at how similar their problems are. They will also be surprised to find that many of these problems have been faced and solved by one or more of the other participants and that they can get some very good suggestions from their colleagues. For these reasons, this particular session can be of indeterminate length and fits quite nicely into this location on the program -- it can be extended or shortened as necessary.

II. Relationship to other sessions

See II, Relationship to other sessions, in the Students Study Guide for Session 11.

III, IV, AND V. (Exercises)

There are no formal exercises in this session. There is a quasi-exercise, however, that involves the instructor in three different role-playing situations. The object of this is to bring home the point that it is vitally important to know what kinds of relationships have previously existed before attempting to solve an employee's personal problems. As is demonstrated by the role-playing, without a thorough knowledge of the individual involved and the relationships which have existed in the past, it is impossible to predict what may happen when a supervisor attempts to help an employee with a personal problem.

VI. Problems or difficulties inherent in this session

The greatest single difficulty with this session lies in the attitude that many of the participants will have -- that you are now going to tell them how to solve their specific supervisory problems. Throughout the entire course, your efforts have been directed toward giving the participants a framework that they could use in solving all kinds of human relations problems. That framework has been developed and applied before you reach this session, and the participants must be made to realize that what is called for is not an answer to a problem, but a way of approaching the solution of any problem.

From this it follows that the instructor's major effort during this session is one of keeping the participants on track, and applying the things they have learned as they attempt to solve the various problems that are presented.

SUPERVISION AND GROUP PERFORMANCE

Session 15

When an Employee Has a Personal Problem

Purpose

Your objectives: (1) get your group to consider effects of a person's family, friends, and personal problems on his work, (2) have them consider how they should tackle the problem of changing work behavior and work performance when it is adversely affected by non-work factors, (3) have them consider the impact of a person's unconventional behavior on the organization's image, and (4) get them to consider what role a supervisor should play in these situations.

Time

1 hour

Plan

1. Effect of non-work factors on performance
   - analysis of effects
   - case: Sally Adams
2. Dealing with non-work factors
   - alcoholics
   - neurotics
   - unconventional persons
   - unethical actions
   - standards for outside activities
3. Summary

Notes

In the last session you discussed work-centered problems which arise in the office and work group. In this session, you explore with your participants employees whose problems arise from non-work situations, such as family problems. You will discuss them to try to bring out the importance of whether or not these outside problems affect work performance.

What makes these problems different from those we have discussed before is that many employees are likely to feel that what they do away from work is their own business. If it affects their work performance, they can be treated to some extent in the manner we discussed in session 14. But if outside behavior is unconventional, yet does not affect work performance, a supervisor's effort to talk about it is reasonably certain to strike resistance and resentment. After all, if an employee is willing to face disapproval of his neighbors and friends, he is likely to attempt to stand off his supervisor, too.

Regardless of the approach you and your participants decide to take, you have in many of the previous sessions material to guide your approach to bringing about change in persons with outside problems.

This is a controversial area. We do not have a standard or approved solution for the problems we present. Our point of view is clear from a reading of the text, but you should expect some of your participants to disagree with us and perhaps with you.

Materials

Blackboard or similar device

Handout:

15H1, Case of Sally Adams, Accounts Maintenance Clerk

Preparation for instruction

We suggest that this session be conducted at a fast pace. Your participants know that the course is nearly over. You will need to plan what you are going to do in order to get high interest while they are thinking about going back to their jobs.

One good way to hold interest is to develop a short case for each of the sections in part 2 of this session. We have suggested examples of such cases for an alcoholic problem and a person who is deteriorating mentally.

To deal with questions that may come up in this section you may wish to read:

American Psychiatric Association. Committee on Occupational Psychiatry.
Troubled people on the job. Washington, 1959. 28 pages. (A revised edition was published by the National Research Bureau, also in 1959, entitled "Understanding troubled people.")

Maisel, Albert Q. (editor)
The health of people who work. New York, National Health Council, 1960. (See: Chapter 7, ...emotional problems of workers.)

Trice, Harrison

The problem drinker on the job. Ithaca, New York State School of Industrial and Labor Relations, Cornell University, 1959. 50 pp.

* U. S. Civil Service Commission.
Recognizing and supervising troubled employees. Bureau of Policies and Standards, Washington, D. C., July, 1967.

* U. S. Civil Service Commission.
The first step, Bureau of Retirement, Insurance, and Occupational Health, Washington, D.C., April, 1968.

* U. S. Civil Service Commission.
The key step, Bureau of Retirement, Insurance, and Occupational Health, Washington, D.C., January, 1969.

* For Sale. By Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402.

Topical Outline	Action
1. Effect of non-work factors on performance	1. Transition: in past we have talked about work place's effects on people
a. Analysis of effects	a. Say: now let's look at factors outside of work place Ask: what factors outside work can affect job performance?
Self - illness, physical deterioration, injury - mental deterioration - emotional upsets - drinking, drugs - financial losses	/Blackboard/ list on left-half of blackboard
Others - family, wife and children - person of opposite sex - friends, neighbors - party friends, clubs	Ask: how do these affect office behavior?
Effects - tardiness, absenteeism - anxiety, irritability - exhaustion, fatigue - inability to concentrate - errors, poor-quality work - reduced quantity - withdrawal, day-dreaming	/Blackboard/ list on right-half of blackboard
b. Case: Sally Adams	b. /Handout 15H1/ distribute reading time: 2-3 minutes

Discussion

1. We have discussed individuals in some depth. However, most of our analysis was directed at considering

   . individual performance
   . task behavior, and
   . relations of an individual to others in the organization.

   We also talked about the needs and desires of individuals and of groups as these affect job performance.

   a. Now, let us consider factors outside the work place that affect employee work performance. Some of these factors may be favorable, but others may have an unfavorable effect on job performance. Some of these factors may arise from the rational behavior of people away from work, but others will arise from irrational, emotional factors.

      Let's list on the board off-the-job problems that employees may have that affect their on-the-job performance adversely. What comes to your mind?

      /Blackboard/

      . financial problems
      . health problems
      . family pressures
      . drinking, partying
      . difficult children
      . outside business or employment

      How do these things affect office behavior?

      /Blackboard/

      . financial problems
      . health problems
      . family pressures
      . drinking, partying
      . difficult children
      . outside business or employment

      . moonlighting fatigue
      . absenteeism
      . irritable
      . poor work
      . errors
      . inattention
      . day-dreaming
      . withdrawal
      . frequent telephoning

   b. What happens to an employee away from work, then, may well affect his behavior in the office and his work performance. With this in mind, let's now turn to consider what degree of responsibility supervisors have for employees' personal problems. Please read the "Case of Sally Adams, Accounts Maintenance Clerk." /Handout 15H1/ What should Mr. Brown do?

Topical Outline	Action
	Ask: . What are Miss Adams' problems? . What effects? . What to do?
	See: Instructor's Guide
	Ask: if you were Mr. Brown, what would you do?
	Move in front of a participant
	Take Sally Adams' role --an angry, resisting role

Discussion

As you read the case, I suggest that you consider:

What are Miss Adams' problems?
What effect do these have?
What would you do if you were Mr. Brown, her supervisor?

INSTRUCTOR'S GUIDE: In the following section, we have given some directions as to how to bring out facts about Miss Adams quickly and at the same time to reinforce what the group should be learning about diagnosis and change. The important thing is to keep the pace moving quickly and to explore the attitudes of your participants about the problems the case presents.

Instructor: If you were Mr. Brown, what would you do about Sally Adams?

Participant: Well, it's pretty obvious, isn't it? Sally is suffering from a blighted romance.

Instructor: What would you do?

Participant: I'd call her in and tell her that she is falling down in posting her accounts.

[Instructor picks up his chair. Walks to a position in front of participant, sits down.]

Instructor (meekly): You sent for me Mr. Brown?

Participant: What's this?

Instructor: I'm Miss Adams. Did you send for me?

Participant: Oh, yes. Well, Miss Adams, I sent for you because you have been falling down in your work lately....

[Instructor waits until participant has launched his explanation and then interrupts very indignantly]

Instructor: Mr. Brown! I can't understand how you can possibly say such a thing. You know very well that the workload has increased and I have not had any extra help. You're not being fair at all.

Topical Outline	Action
	Ask other participants for suggestions
	Move in front of another participant
	Take role of a teary, disturbed, unhappy Sally
	Ask other participants how to handle Miss Sally Adams
	Move in front of another participant
	Take role of a negative, unresponsive Sally Adams
	Move back to your own seat
SUPERVISION AND GROUP PERFORMANCE	

Discussion

Participant: Now, Miss Adams, I think that your problem really is that you have some outside problems. For example, I know that your mother has been ill. I am sure that this has been a factor....

Instructor (interrupting): The very idea. The very idea! Can't a person have any private life. I'll have you understand that I do not, I do not care to have you or anyone else prying into my life. I take care of my mother and it's none of your business.

[At an appropriate time, the Instructor encourages other participants to analyze this Miss Adams and suggest how she might be handled. When someone suggests another approach, instructor picks up his chair and moves in front of that participant.]

Participant: Miss Adams, I sent for you because I have noticed that your work has been falling off lately. I wonder if something is troubling you?

Instructor (in choked voice): yes, oh yes.

Participant: I wonder if you'd care to share it with me.

Instructor (pulls handkerchief from pocket and puts to eyes): Oh, Mr. Brown, I'm so miserable.

Participant: Well, that's too bad....

Instructor: I don't know which way to turn. I have so many debts from mother's illness. I owe the Doctor. I owe the hospital. I owe the druggist. What will I do? Oh, sir, do you think you could help me?

[At an appropriate moment, Instructor encourages other participants to discuss this Miss Adams and how she might be handled. When someone suggests another approach, instructor picks up his chair and moves in front of that participant.]

Participant: (Tries a new approach.)

Instructor: (Nods head, or says "yes" or anything else, but does not communicate back.)

[Instructor continues to be very passive, saying, "I don't know" or "I think so" or other noncommittal phrases. At an appropriate moment, instructor encourages other participants to discuss this Miss Adams and how she might be handled. He moves back to front of room.]

Conclusion: Case of Miss Sally Adams

Ask: what is best approach to Sally?

Ask: what's missing?

Cross-reference

See 10H5, boxes A and B

See 9H2, figure 1

Plan for Sally
- history
- situation
- alternatives
- consequences
- plan

Data needed
- experience
- intelligence
- attitudes
- values
- physical condition
- emotional balance
- goals
- relations with others

Supervisor's area of concern
- effect of problem on job
- effect of behavior on organizational image
- avoid intrusion into private life of employee
- get employee to recognize effect on his performance or on organization

Discussion

The problem we face in cases such as that of Miss Sally Adams is this: when an employee's outside activities affect his or her work performance, what is the supervisor's best approach and what should he do"

What's missing in our situation here? Why did each of you fail in your attempt to counsel Sally Adams?

Points to bring out

. The missing element is history. Since none of you had any previous relationships on which to base your approach, you could not predict which approach would be appropriate for this individual in this situation.

. In order to decide on the best approach, we must first study the employee to find out why he or she behaves in a certain way. This means we must study the employee's:

- history
- situation

. This is not a one-shot process; rather, it is a process that goes on almost all of the time and is closely related to the matter of building sound relationships.

. The data that we get must produce information on that employee's:

experience	physical condition
intelligence	emotional balance
attitudes	goals
values	relations with others

. A supervisor's legitimate area of concern is the effect of the outside problem on the employee's job, the agency's mission, or his relations with people with whom he must work.

. A supervisor, therefore, must be very careful to avoid an unwelcome intrusion into the personal life of his subordinates.

. A logical approach to the problem is to get the employee to recognize that his job performance is declining or his usefulness to his agency is being impaired; then the employee may share his personal problem, if he wishes, with his supervisor.

Discussion

Interview -privacy -listening -supportive -avoid entangling in employee's private life -build employee's positive, problem-solving attitude	Ask: how approach first interview?
2. Dealing with non-work factors	2. Say: let's apply our concepts to other non-work factors
a. Alcoholics	a. Discuss case: the deteriorating alcoholic
	/Optional handout/ "The First Step"; see page 15-3 /Optional handout/ "The Key Step"; see page 15-3

If a supervisor has done his homework well and is ready for an interview, how then shall he approach the employee in the first interview?

- Seek privacy for interview
- Get her to talk about her job
- Get her to analyze the effect of her problems on her job
- Avoid entangling yourself in her personal problems (?)
- Avoid a defensive attitude on her part; make yourself available to help on her job and agency-related problems

2. Let's see if we can apply the concepts that we have been discussing to other problems.

   a. Suppose you have an employee who has been with you for some time. About three months ago, you noticed that he was having a few drinks at lunch. These made him occasionally a bit over-happy afterwards but he did his work well. Two months ago, you heard that he was stopping in for drinks after work in a nearby bar. In the past two weeks, he has come into work four times with strong alcoholic breath. He is apparently able to do his work, so far. What do you do with an employee who is becoming an alcoholic?

/Points to bring out/

Alcohol is a complex illness characterized by repeated and uncontrolled use of alcoholic beverages to an extent that adversely affects an individual's personal, financial, or employment situation.

Many agencies have set up Occupational Health Offices with a Program Administrator at each installation to coordinate the local operations of the program, and to provide supervisors and employees with information about the program. The key to the program is the supervisor who must understand how and why the program works.

Many agencies have issued policy statements explaining the agency position regarding employees with drinking problems. Typically, the policy statements include these types of comments:
The agency will--

- remain neutral on the decision of its employees to use, or not use, alcoholic beverages while on duty;
- implement a formal program to identify and offer rehabilitative guidance to employees whose drinking habits have resulted in job difficulties, including poor attendance and conduct;
- recognize that individuals who suffer from alcoholism are entitled to the same respect and confidentiality of medical treatment and records handling as employees who suffer from any other health condition that affects job performance;
- conduct all phases of its alcoholism program in the highest professional manner;
- grant sick leave for employees to participate in approved rehabilitative programs; and

Topical Outline	Action
Facts about alcoholism	Discuss stages of alcoholism
b. Neurotics and mentally disturbed	b. Discuss case: the mentally deteriorating employee

- encourage the use of established community resources and facilities, as available, as sources of rehabilitative care.

It is conservatively estimated that there are more than 3 million people who suffer from alcoholism in the United States. There are so many factors involved that it is next to impossible to say that there is a "type" of individual who is likely to become an alcoholic. There are generally four stages of alcoholism:

- Early-symptom stage -- drinking may be a crutch to bolster confidence and sometimes the individual thinks he "needs" a drink.
- Problem-drinking stage -- the drinker drinks more than his friends and associates, gets severe hangovers, and has trouble getting to work on Monday mornings.
- Early-alcoholic stage -- the drinker may drink alone, sneak drinks, and have poor work performance; often has family and/or financial problems; loses many friends and becomes serious problem for supervisors.
- Chronic-alcoholic stage -- an agency program cannot help these people. They need professional medical care.

Under the key step program, the employee is confronted with a reward-penality situation. The reward is his job and a possible return to normal life. His refusal, or failure, to cooperate with a treatment program leads to a penalty--the loss of his job. If the employee responds, he is given all the encouragement and help possible. If the supervisor points up unsatisfactory aspects of job performance and the employee does not respond to the opportunities presented to improve this performance, disciplinary action is taken as warranted.

b. Suppose that you have an employee who has been a good clerk for a number of years. In the past six months, you have noticed a gradual change. At first you noticed that she was not talking to other workers. Then you noticed that she ate her lunch alone. Recently she has been coming to work in clothes that are ill-fitting, ill-worn, and unpressed, even soiled. Now she comes to work with her hair unkempt, her fingernails dirty. She even smells soiled. One of the other girls spoke to her, but the employee said, "Leave me alone. I get my work done." What do you do with an employee such as this one?

- A troubled person is often so preoccupied with his problems that he becomes less considerate of others. He may react impulsively and thoughtlessly in situations which would normally present no problem to him.
- If a person feels unprepared and lacks confidence, he may react unwisely or inadequately to pressure and difficult situations. This reaction may show up in emotional as well as physical symptoms.
- Emotionally disturbed employees, at any level of responsibility, cost an agency a great deal of money through lost productivity.
- A supervisor should be concerned about the health of the employees he supervises because he is responsible for their welfare on the job and because he needs them operating at efficient levels to get the work done.

Topical Outline	Action
Symptoms of emotional disturbance	Discuss symptoms and what supervisor can do

A supervisor's understanding of the jobs and employees under his supervision is an important contribution to the health of his employees for several reasons:

- He is responsible for seeing that production does not suffer as a result of an employee's personality problem.
- He is often the first person to spot an emotionally disturbed employee.
- He may be the first person to whom the troubled employee turns for help.
- He is in a position to encourage the employee to take some specific action toward seeking outside help, if necessary.

Some of the symptoms which have been identified through research as leading signs of emotional disturbance are listed below:

- a marked change in behavior
- alcoholism
- frequent short-term absences
- repeated accidents
- frequent visits to the medical dispensary for whatever reason
- chronic inability to get along with others

The employee who is aware that he has an emotional problem may receive from a frank discussion with his supervisor the encouragement he needs to seek outside professional assistance. An employee may not be able to accept the fact that he is emotionally disturbed because he perceives such disturbance only in its extreme form of insanity.

Many cases of emotional disturbance respond readily to professional treatment and last only a short time. In numerous instances the employee under treatment can remain on the job.

An employee who is receiving or has received professional care should be treated essentially the same as any other employee. He may require more patience and sympathetic understanding for a time, but the supervisor should guard against becoming overprotective as this could hinder the employee's return to normal performance and productivity.

To the employee, over-protection by the supervisor is an indication that the supervisor feels there is something still wrong with the employee.

The employee's return to the job after an emotional upset should not be viewed differently than the return of an employee after a serious physical illness or accident.

Topical Outline	Action
	/Optional Handout/ "Recognizing and Supervising Troubled Employees"; see p. 15-3
c. Unconventional people	c. Give case: an unconventional employee whose work is not affected
- right to privacy - effect of publicly unconventional behavior on organization - supervisor's need for organizational support in solving problems	
d. Unethical actions - need to verify facts - handling employees convicted of crimes - supervisor's need for organizational support in solving problems	d. Give case: an employee behaves unethically outside, but his work is unaffected

c. What do you do with an employee whose behavior is not affecting his job performance but whose off-the-job behavior is disapproved by the community -- gambling, noisy parties, married man running around with a woman not his wife, etc.?

Points to bring out

- An organization has little right to invade a person's personal life just because he works for that organization.
- If a person's life away from the office seriously violates the customs and traditions of the community, this can have an adverse effect on the organization's ability to recruit, to get cooperation from citizens, and to get appropriations.
- What to do, then? There is no pat answer. A supervisor should certainly seek counsel of the personnel officer and of management.

d. What do you do with an employee whose behavior off the job is not entirely ethical? For example, if one of your employees is charged with having misused funds of an estate that he is administering and the newspapers have picked it up, what would you do?

Points to bring out

- A prime question is: is it true? Has the man been unethical?
- If it is true, what do you do? If he is convicted of a crime, you have something tangible to work from, but suppose that the case is settled out of court -- what then?
- The same principles would seem to apply here as in the case of a man whose behavior violates community norms.

Topical Outline	Action
e. Standards for outside activities	e. Give case: two employees misbehave similarly; one is a messenger, the other an attorney
- keep focus on: what effect does outside factor have on work or organization? - if a person conforms to his community standards, his work is OK, what right to invade his privacy. (None!?)	
3. Summary	3. Summary
Dealing with personal problems: - depends on relation between employee and supervisor - depends on supervisor's skill in giving feedback - avoid paternalism; employee has right to privacy - when change is needed, diagnose problem; take "steps to change" (9H1)	

--End of Session--

e. To what extent shall we vary our standards for different occupational groups? For example, what standards should we have for professional employees who drink to excess and for non-professionals who drink to excess?

/Points to bring out/

- The important question is: what effect does it have upon his work behavior and work performance?

- If an employee conforms to the standards of his community and associates and his behavior and performance on the job are satisfactory, what right does a supervisor have to interfere with that employee's private life?

3. Let's summarize the points that we have made and draw a few conclusions:

- The success of dealing with personal problems depends on (1) the attitudes of the employee toward the supervisor, the work, the work group, and the situation, and (2) giving feedback and help.

- A supervisor should avoid a paternalistic attitude toward the employee; the employee has a right to privacy.

- A supervisor should deal primarily with behavior which affects job performance or the agency's mission.

- A supervisor must avoid being a busybody.

- When a supervisor must deal with behavior or a personal problem, he is seeking to bring about change and will probably do a better job if he takes the steps outlined in "The Process of Change," handout 9H1.

#

SUPERVISION AND GROUP PERFORMANCE

Session 16

Summary and Evaluation

Purpose

Your objectives: (1) reinforce some of the major points that have been made in course, (2) encourage self-development in the future along these lines, and (3) obtain evaluations from the participants.

Time required

1 hour

Plan

1. Summary
2. Evaluation

Notes

This is your last meeting. Make it a good one.

Materials

Blackboard
CSC Form 746
Handout 1H1

Preparation for instruction

Review your past discussions with this group. Identify the areas which they have found difficult and prepare yourself to cover these. In addition, refresh your memory on the basic design of the course so you can summarize and reinforce their understanding of this.

Topical Outline	Action
1. Scientific method	1. Say: turn to 10H5 Restate: steps to scientific method
	Say: add to 10H5: "evaluation" Say: move from intuition to logic
2. Situational leadership	2. Say: turn to 10H2 Say: add "his group" and "see 8H1" /Blackboard/

Discussion

1. We have been together now for a week and we have talked about a number of things. The time has come for us to pull this together. Let's look back to handout 10H5, "Model of an Effective Supervisor."

   Steps 1 through 5 in boxes A and B are the steps that you and I now call the "scientific method." It seems to me we have demonstrated in our course that a competent supervisor can apply the scientific method to the problems of supervision. You will recall that we started applying this method in the cases of Glen Kane and Mrs. Smith. Throughout the course, we have met this recurring theme of the scientific approach which is outlined on handout 10H5:

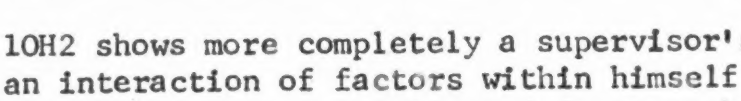
   - awareness of the problem
   - collecting the facts
     - studying the history
     - analyzing the existing situation
   - diagnosing the nature of the problem
   - considering the possible alternative solutions; considering the possible consequences of each
   - selecting the most promising course of action and applying it.

   To that list on handout 10H5, I wish you would now add a point 6. The truly scientific method should have one more step: evaluation. We should always evaluate our own part in the problem, our effectiveness in diagnosing the situation and planning what to do. We should evaluate the effect of what we did on the person and on our work group.

   The scientific method, if you use it, will take your leadership operations out of the intuitive area and into the rational and the logical areas.

2. The second point I would like to have you consider is this: leadership is largely situational. Look at handout 10H2, "A Supervisor's Situation." This chart shows the supervisor as he faces out from his group. I'd like to have you write on that chart "his group" and then below that write "see 8H1."

   /Blackboard/



   Now your chart on 10H2 shows more completely a supervisor's situation. His leadership is an interaction of factors within himself; within his own group, and within the other complicated factors which are shown on 10H2.

Topical Outline	Action
group leadership . apart from authority . service to group . rotates to person with needed skills	
Leader completes needed group functions	Say: turn to 10H5 again
	Say: leader delegates; leader completes
3. Human relations problems are complex	3. Say: you are complex employees are complex groups are complex solutions are complex No "one best way"
4. Acting as completer strengthens group	4. Say: reasonable people can be completers

Discussion

We have been discussing the relation of the supervisor on 10H2 to group leadership. From our analysis and discussion, it seems to me logical to conclude that the mantle of leadership does in fact shift among the members of a competent work group. Leadership is a function which can be quite apart from a person's position, or authority, or status. Leadership is a service to your group which should be provided by the person who has the needed knowledges, skills, and abilities.

As we look at the range of functions in which a group needs leadership and help, I think we will conclude that both the supervisor and the group should accept the concept that leadership will rotate as the situation shifts. That is, perhaps we should say the agency, the work group, and the individuals in it will benefit most when the prize of leadership is rotated to the persons who can best provide it.

This is why we have discussed the concept of the supervisor as a leader who completes needed group functions. Turn to handout 10H5 again. This is the model which we hope you will test back on your jobs to discover how it works for you. It is a model in which you accept all the help you can get from your subordinates in getting the work of your group effectively done.

Let me state this positively. A supervisor (1) encourages his subordinates to take leadership in areas in which they have competence and (2) completes all needed functions, both task and maintenance, which his subordinates either do not do adequately or fail to do at all.

3. Another major conclusion that I think has been demonstrated a number of times in this course is this: each human relations problem will have to be carefully studied before a supervisor can find a satisfactory solution. To say this another way: we have no rules about human relations which can be applied to your problems in order to give you some magical "one best way" of solving them. Your problems are complex, hence the steps to their solution are complex. Your employees are complex. You are complex, and your group's relations with each other compound that complexity.

4. Finally, I think that we can conclude from our discussions that social scientists are coming to believe that reasonable people can learn to act effectively as the completers of needed group functions. Social scientists are also coming to the conclusion that when you do act as a completer of needed group functions, you as a supervisor will make your group stronger and more effective. I think that this is the most important point in this course.

Topical Outline	Action
	Say: look again at 10H5; becoming a completer is not easy
	Say: maintain balance between being leader and follower
5. Evaluation	5. Say: association has been enjoyable
	Say: do again questionnaire first given
	Handout 1H1 distribute
	As they complete, give first questionnaire back for review
	Say: return both to me
	Ask: for reactions to course
	Say: our objective -- prepare a learning situation
	Say: you do all the learning
	Say: we hope-- you can develop yourself you will read you will experiment
	Reading sources: Personnel Administration Personnel Psychology
	CSC FORM 746 distribute
	Say: how to fill out

Discussion

Becoming an effective completer is not easy. If you will glance once again at handout 10H5, you will see that the steps to becoming a completer of needed group functions are demanding. They demand that at times you be vigorous but on other occasions relaxed; they demand that at times you stimulate others and at times you leave them alone; and they demand that on some occasions you be the leader and on others the follower.

5. My association with you has been most pleasant and enjoyable. I regret that it is coming to an end soon. We have a few procedural details to clean up and our course will be over.

In our first few hours, I gave you a questionnaire to fill out. Now, I would like to give you that same questionnaire again and ask you to fill it out again. Then, I'll let you compare answers.

Here is "Questionnaire for Supervisors." /Handout 1H1/ When you have completed it, I'll give you the one you filled out at first. Please return both to me.

If you have completed reviewing your questionnaires, let's turn to an important last assignment I have for you. I would like to get your reactions to the course. As you register your reactions, please keep in mind our objective. Our target has been to prepare a learning situation for you. As we discussed learning a few sessions ago, you will remember that we believe all the learning is done by the learner. Our hope is that we have helped you build a firm foundation on which you can build further personal development efforts.

We hope that you will return to your job determined to experiment with new ways of supervising. We hope that you will be motivated to read more about social science findings which are making old ways of supervision outmoded. Two periodicals which contain this type of information are:

Personnel Administration, published by
Society for Personnel Administration

Personnel Psychology

Will you please fill out this "Participant's Evaluation." /CSC FORM 746/

On the top line, please insert, "Supervision and Group Performance," and the dates "(from date to date)".

Topical Outline	Action
	Ask if any questions

--End of Session--

Discussion

On page 2, item 3 is designed primarily for courses which use several lecturers. You may comment about me, if you wish, or omit this.

On the last page is space for your name. You may sign the evaluation or not; this is up to you.

Have you any questions?

As soon as you have completed your evaluations, please turn them in, and you are free to leave.

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